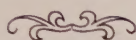


The North Central Association Quarterly



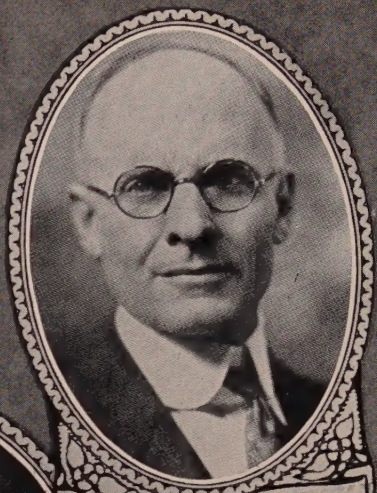
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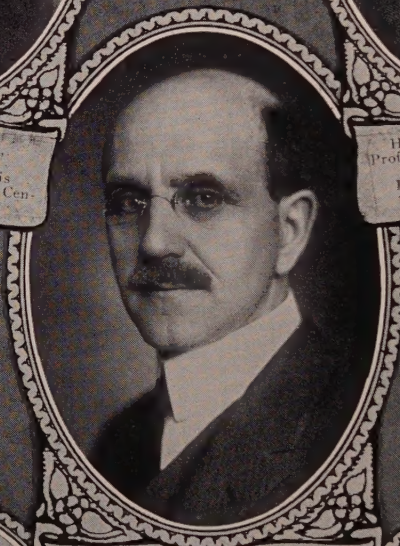
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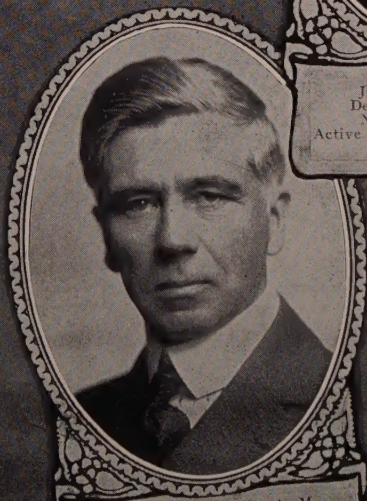
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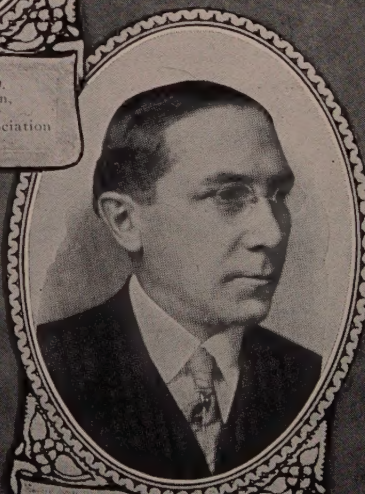
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THE North Central Association QUARTERLY

Vol. II

DECEMBER, 1927

No. 3

News Notes and Editorial Comments

PRESIDENT HUGHES' PROMOTION

All members of the North Central Association will be interested to know that Dr. R. M. Hughes, former president of Miami University, Oxford, Ohio, has been called to the presidency of the Iowa State College, Ames, Iowa. Happily, Dr. Hughes' relation with the North Central Association will not be interrupted by the change of position.

"FOOTBALL PLAYERS WANTED"

A year ago the North Central Association raised a committee to make a study of the athletic situation in colleges. It may be of interest to that committee, and to others, to note the policy adopted by one university in respect to a certain phase of the general question of athletics. Below is printed (with certain proper names deleted) a facsimile of a postal card which came to the desk of the Editor a few days ago. The card was printed, not typed, (thus indicating that large numbers of like forms were issued and sent broadcast through the mails) and was directed to "Any Good Football Player, ———, Illinois." An exact reproduction of this card (partly deleted) follows. It reads:

Football Players Wanted

"The ——— University of Business, ———, Missouri, desires to get in touch with a few more football players. If you are interested in playing football or know of a good football player who is interested in playing, we would like to hear from you by return mail. When you answer, be sure to state the conditions under which you might join our football team immediately.

"The ——— University's 1926 schedule included such teams as the Haskell Indians, St. Louis University, Kirksville Osteopaths, Des Moines Still College of Osteopathy, Kansas City American Legion, etc. Our 1927 schedule calls for games with all these teams except the Indians. We have to have real football players. If you feel that you can play football, we want to hear from you. It probably would be well to let us hear from you regardless of your record. We then can discuss every phase of your enrollment and cooperation, and probably reach an agreement. Mail your letter to ———, Pres., ———, Missouri."

Probably one should say that the university in question, although in North Central territory, is not a member of the North Central Association. Still, the policy employed by it raises the thought

as to whether there may not be a considerable amount of questionable practice of a similar sort within other institutions.

Recently a circular was received from one of our American magazines which is worthy of perusal by all school people. It reads:

What Our Children Learn

A number of new instruments of education have come into the field in recent years and some of the older ones have adopted new appeals to the interest of the young. The newspapers and magazines are now used in the schools, while tabloids, the funny page, the picture section, the movies and the radio offer their respective wares at every turn and corner. Is the child properly guided and guarded in the whirl of miscellaneous influences, or is he left to make his own selection from the sound, the sordid, the worthwhile and the superficial? In what direction are his tastes leading him?

With a view to ascertaining what our youth are interested in and how he satisfies his tastes, the *Review of Reviews* gave a test toward the end of the last school term. The test was composed of seventy questions relating to persons prominent in various fields, important political, social and economic events, subjects of public interest and photos of persons and various scenes for identification. The test was sent to all schools which requested it and large numbers were distributed. The results indicated clearly the potent influence of the movie, the tabloid and the sport column and showed startlingly the need of attention to the more sober but deeper aspects of current life.

Ignorance of basic facts and signifi-

cant events is shocking. A large percentage of students state that they read only the funny page or sports section of the paper. High school students generally know who is governor of their respective states, but a small percentage do not possess even this minimum of knowledge. Edison was identified by the largest number, and Valentino, Mrs. Coolidge and Gertrude Ederle by smaller numbers in the order named, while Root, Hughes and Queen Marie fell hopelessly behind. The claim to fame of Ty Cobb, Aimee McPherson, Gene Tunney and Suzanne Lenglen is known to about one-third of those tested, but Bernard Shaw, Leonard Wood and Parkes Cadman are below the horizon. President Coolidge's policies and the third term tradition are unknown and will have no bearing on his political prospects. Reparations are generally a mystery and to many Nicaragua is in South America, Mexico or Panama.

The interests of youth are obviously becoming more diverse, but can they not be directed more advantageously in school and home?

Does the above indictment hold for the typical school in the North Central Association? It might be worth while for principals to test their students and learn definitely.

THE CURRICULUM REPRINTS

The Commission on Unit Courses and Curricula has provided a goodly supply of reprints for all the curriculum materials, which appeared in the March issue of the Quarterly. It is eager that every teacher in every secondary school in the North Central Association shall have these reprints and shall report on their values. Will not, therefore, all

schools which have not ordered this material, please do so *at once*. Direct your order to C. O. Davis, North Central Association Quarterly, 420 University High School Building, Ann Arbor, Michigan.

The following reprints are available: (1) English, (2) French, (3) Latin, (4) General Science and Biology, (5) Physics and Chemistry, (6) Home Economics, and (7) Physical Education. The price is \$.10 per reprint or \$.50 the seven reprints bound together.

CARNEGIE GRANT FOR WORK OF COMMISSION ON SECONDARY SCHOOLS OF THE MIDDLE STATES AND MARYLAND

A grant of \$10,000 from the Carnegie Corporation has been received by the Association of Colleges and Secondary Schools of the Middle States and Maryland for the support of the work of the Commission on Secondary Schools. This subvention makes possible the survey of secondary schools within the territory as a first step in the preparation of an Accredited List.

There are more than 3200 public and private secondary schools in the territory all of which have been invited to make application for membership on the list. The grant from the Carnegie Corporation makes it possible for the Commission to render this service without any expense to the schools. In view of the fact that the grant will cover the expense of the work for about one year, it is quite important that all secondary schools within the territory of the Middle States and Maryland, that wish to participate in this service, should make application at once to the Chairman of the Commission on Secondary Schools. Nearly a thousand schools have made application

since April 15. Standards, questionnaire forms, and general information will be sent out to all schools that have made application before the close of the current year. Inquiries concerning any phase of the accrediting program may be secured from the Chairman of the Commission on Secondary Schools, 109 Bennett Hall, University of Pennsylvania, Philadelphia, Pa.

OUR GALLERY

Kendric C. Babcock, Ph. D., LL. D., was born in South Brookfield, New York, September 8, 1864. His early education was gained in the schools of his native state but his undergraduate work in college was done at the University of Minnesota, from which institution he received his bachelor's degree in 1889. Later he studied at Harvard University, receiving therefrom the degrees of A. M. and Ph. D. Roanoke College, Virginia, conferred on him the degree of LL. D. in 1914.

Dr. Babcock has had a varied professional career. For four years he taught in country schools in New York; for four years he was instructor in history and old English in the University of Minnesota; for eight years he was assistant professor of American history and political science in the University of California; for seven years he was president and professor of history in the University of Arizona; for three years he was a specialist in higher education in the United States Bureau of Education, Washington; and for fourteen years has been dean of the College of Liberal Arts and Sciences in the University of Illinois.

Dr. Babcock is the author of several books and of numerous magazine articles and monographs. Among his books are:

Rise of American Nationality and Scandinavian Elements in the United States.

Dr. Babcock's connection with the North Central Association dates back a number of years. He has served the Association both as chairman and secretary of the Commission on Higher Institutions; as a member of the Executive Committee, of the Reviewing Committee, and of the Committee on Modifications of the Constitution; and has, at every annual session for a dozen years or more, been a forceful leader on the floor and in the lobby of the Association

John Elbert Stout, Ph. D., was born on a farm in Iowa; attended the public schools of that state; took his A. B. degree from Cornell College and his Ph. M. and Ph. D. degrees from the University of Chicago; taught in rural schools and served in several administrative places in connection with the public schools; was professor of education in Cornell College and taught in summer sessions in the University of Illinois and the University of Chicago. He has also served as a member of the Iowa School Commission and has been president of the Iowa State Teachers' Association. Dr. Stout's present position is that of professor of educational administration and dean of the School of Education, Northwestern University, Evanston, Illinois.

Dr. Stout has been actively connected with the North Central Association for many years and has been a member of the Commission on Unit Courses and Curricula since its organization. For a number of years he also served as chairman of the Committee on the Reorganization of Secondary School Curricula and is still a member of that committee.

Indeed much of the fine work done by the Association in curriculum reorganization is directly traceable to the suggestions and work of Dr. Stout.

Albert Alison Reed, A. M., has been actively connected with the North Central Association for twenty years, not having missed a single annual meeting since 1907. During all this time Mr. Reed has been connected with the Commission on Secondary Schools, having served on innumerable committees of that Commission and having also, for five years, been chairman of that Commission. In 1926-1927, he was chairman of the important committee dealing with the restatement of college entrance requirements—the report appearing in the September issue of the Quarterly.

Mr. Reed was born in Pennsylvania, was educated in Illinois and Nebraska, holds two degrees from the University of Nebraska, and has done additional graduate work there and at Columbia University. At present Mr. Reed is professor of secondary education and university examiner in the University of Nebraska. Indeed, he has been in charge of accredited relations for that university, either as inspector of accredited schools or as university examiner, since 1907.

Before taking his present position Mr. Reed served in various teaching and administrative positions in Nebraska and Iowa, including twelve years of service as superintendent of schools in Crete and in Superior, Nebraska. He is now numbered among the older and more experienced men of the Association.

Hubert G. Childs, Ph. D., claims Minnesota as his native state, although In-

diana has known him as a son and educator during recent years.

Dr. Childs secured his early education in Minnesota, taking his B. S. degree from the university of that state. His A. M. degree was granted by Stanford University and his Ph. D. by Columbia University.

After serving as teacher, principal, and superintendent in the schools of Minnesota for thirteen years, Dr. Childs was instructor of psychology and education in the Brooklyn Training School for Teachers for one year and then was called to Indiana University. Since 1913 therefore, Dr. Childs has been professor of secondary education in that University. He has also taught in summer schools, outside Indiana, as follows: 1906-1911, State Normal School, Mankato, Minnesota; 1912, University of Montana; 1926, Territorial Normal School, Honolulu, T. H. Dr. Childs is also the author of several books and of numerous magazine articles.

In his relations with the North Central Association Dr. Childs has been chairman of the Indiana State Committee since 1914 and was secretary of the Commission on Secondary Schools from 1925-1927, when ill health forced him to relinquish the task. He has also served on numerous committees and has helped to formulate many standards and committee reports.

At present Dr. Childs is on leave of absence from the University of Indiana, seeking to regain his health and strength.

F. C. Landsittel, Ph. D., is a Buckeye by birth. He secured his undergraduate

education in the public schools of Ohio, at Hiram College and in Ohio University. His graduate work has been done in Ohio University, Ohio State University, and Columbia University, his last degree that of Doctor of Philosophy, being secured at Ohio State University in 1926.

Dr. Landsittel began his teaching work in the public schools of Ohio; was superintendent of schools in Ohio for seven years; was professor in the State Normal College of Ohio University for six years; and since 1918 has been assistant professor of education in the Ohio State University. For more than a dozen years, too, Dr. Landsittel has been connected with the school inspectorial work of Ohio, part of the time representing Ohio University and Ohio State University and part of the time representing the State Department of Public Instruction. Besides, Dr. Landsittel was for one semester, 1919-1920, director of the Ohio School Revenue Inquiry carried on under the auspices of the Ohio State Teachers Association. His publications include *Observation Record Book in the Study of Education* and numerous articles in educational journals.

Dr. Landsittel has been active in North Central Association circles since 1918. He has served as a member of the special Junior High School Committee, 1919-1925; was chairman of the State Committee for Ohio, 1919-1925; and was a member of the Executive Committee in 1925-1926. His articles entitled, "The Junior High School Under the Influence of College Entrance Requirements," appeared in the Quarterly in September last (Vol. II, No. 2).

The Cost of Education in Liberal Arts Colleges

REPORT PREPARED BY FLOYD W. REEVES, UNIVERSITY OF KENTUCKY,
FOR THE COMMITTEE

I. Scope of the Investigation.

In January, 1927, a committee was appointed by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools to make a study of certain phases of educational cost in a number of liberal arts colleges holding membership with the association. The speaker served as secretary of this committee, and directed the investigations. The data upon which this report is based were obtained by means of personal visits to seventeen institutions located in ten states. The institutions from which data were obtained are listed below:

Antioch College
Bethany College
Carleton College
Coe College
Concordia College
Culver-Stockton College
Drake University
Eureka College
Evansville College
Gustavus Adolphus College
Hamline University
Hiram College
Huron College
Macalister College
Phillips University
St. Olaf College
Wabash College

Twelve of these institutions were visited during the months of January and February, 1927. The other five had been surveyed by the speaker and some data

collected prior to the request for this cost study.

The time available for the preparation of this report did not permit the inclusion of all seventeen institutions in every phase of the investigation. In some of the comparisons made nine colleges only are included, while in others, data are presented for thirteen institutions. Below is a list of the topics discussed in this report.

1. Salary expenditures in the junior college and senior college divisions of four-year liberal arts colleges.

2. Current educational expenditures in the junior college and senior college divisions of four-year liberal arts colleges.

3. Current educational expenditures in four-year liberal arts colleges, with junior college and senior college divisions combined.

4. Relation between sources of income and current educational expenditures.

5. Relation between endowment income and instructional salaries.

6. Relation between current educational expenditures and instructional salaries.

II. Salary Costs in the Junior College and Senior College Divisions of Four-Year Liberal Arts Colleges.

Salaries were distributed to the junior college and senior college divisions of the four-year colleges of liberal arts upon the basis of the amount of time expended in connection with the work of the several classes and class sections. Due to

the fact that most institutions permit senior college students to carry junior college courses in considerable numbers and in many instances also permit junior college students to carry courses designed primarily for senior college students, the classification of courses as junior college or senior college courses, as a basis for the distribution of salaries to these divisions, is not a satisfactory method of procedure.

As a means of obtaining data upon the basis of which teaching loads could be satisfactorily distributed, all instructors in each of nine of the colleges were requested to estimate the percentages of their respective instructional loads which ought to be charged to each class or class section taught. All time spent in connection with the work of a class, such as preparation, grading papers, or student conferences, is considered as a part of the instructional load of the class.

The salary of each instructor was then distributed among his classes upon the basis of the percentage of time given to the respective classes. The salary cost of a class includes, also, the salaries of readers and assistants, as well as a percentage of the salary of the instructor in charge of the class. The salary cost of each class or class section in which all students enrolled were either freshmen or sophomores was then charged to the junior college division of the institution; likewise, the salary cost of each class or class section in which all students enrolled were either juniors or seniors was charged to the senior college division. The salary cost of each class or class section having both junior college and senior college students enrolled was allocated to the junior college and senior college divisions upon the basis of the percentages of the class enrollment composed of

junior college and senior college students respectively. Thus, if forty per cent of the students enrolled in a class were classified as freshmen or sophomores, and sixty per cent were classified as juniors or seniors, forty per cent of the salary cost of the class was charged to the junior college division and sixty per cent was charged to the senior college division.

The salaries of officers of administration giving part of their time to teaching were divided between administration and teaching, upon the basis of the estimates of these officers as to the percentages of time given to each of these functions. Deans' salaries were classified as instructional and distributed to the junior college and senior college divisions in the same proportions as the other instructional salaries were distributed to these divisions. Library salaries were not classified as instructional salaries, but were included as overhead educational expenditures.

In a majority of the institutions included in this report fine arts departments are operated to serve special fine arts students as well as to serve students enrolled in the liberal arts colleges. In each institution where a fine arts department serves the needs of special students not enrolled for collegiate work, data were obtained showing the percentage of the total fine arts load chargeable to the education of students of the college of liberal arts. A percentage of the fine arts salary cost, equal to the percentage of the fine arts load chargeable to the college of liberal arts, was then charged to the salary cost of the liberal arts college.

In one institution included in the report, schools of law, bible, education, and commerce and finance, are maintained in

addition to a school of fine arts and a college of liberal arts. The work of the schools of education, bible, and commerce and finance does not differ essentially from that of similar departments in the liberal arts colleges with which comparisons are made; consequently these schools have been treated as a part of the college of liberal arts. The school of law, however, has not been included, since no other institution for which data were obtained offers training for law. The figures representing expenditures and student enrollments, upon the basis of which the salary study was made, are for the regular session of the school year 1925-26. Summer session salary expenditures and enrollments were excluded in preparing this section of the report.

Due to the fact that some changes have been made in the personnel of the teaching staff since the close of the school year, 1925-26, an estimate of the distribution of the teaching loads to the several classes taught could not be obtained from some of the instructors teaching during 1925-26. For this reason it became necessary to distribute the loads of these instructors upon some basis other than that of estimates of time spent upon the work of the several classes. In making this distribution consideration was given to the following factors: (1) the number of hours of teaching; (2) the number of student hours; (3) the number of classes or class sections for which separate preparation must be made; (4) the amount of laboratory instruction. In measuring load equal weight was given to the factors, teaching hours and student hours. In cases where two sections of the same class were conducted by the same teacher, the total number of teaching hours for these two sections was reduced by 25 per cent, although the

student hour factor was left unchanged. In computing load by this method one and one-half hours of laboratory work were considered as equivalent to one hour of recitation or lecture, when student enrollments were equal.

As a means of comparing the salary costs obtained by the distributions of teaching load upon the basis of the weighted measure of teaching load described above, with those obtained by the distribution of teaching load upon the basis of instructor's estimates of time spent in connection with the work of the several classes, both methods were employed in the distribution of the loads of approximately one hundred instructors. The results obtained by the use of the two methods showed considerable variations in the cases of a small number of the instructors; however, these variations did not result in any appreciable differences in the figures obtained for salary expenditures per student in the junior college and senior college divisions of the institution.

After completing the computation of the instructional salary costs for each of the several classes taught in an institution, the total instructional salary costs of the junior college and senior college divisions were then obtained by finding the sum of the salary costs of the several classes charged against the junior college. In a similar manner, the total instructional salary cost of the senior college division was obtained. The instructional salary costs per student in the junior college and senior college division of an institution were obtained by dividing the instructional salary cost of each division for the regular-year session by the average enrollment of the division. The figures used to represent average enrollment in each division were the averages

of the numbers enrolled four weeks after the opening of the two semesters or three terms of the regular session.

Table I shows the average enrollment, for the regular-year session, and the expenditures for instructional salaries in the junior college and senior college divisions of nine four-year colleges of liberal arts for which comparable data were obtained for the school year 1925-1926.

An analysis of the data presented in Table I shows that slightly more than two-thirds of the students enrolled in these institutions are classified as junior college students. With respect to the percentages of students enrolled in the junior college and senior college divisions

The instructional salary expenditures per student range from \$75 to \$151 in the junior college divisions and from \$123 to \$326 in the senior college divisions. For the nine institutions combined, the instructional salary expenditure per student is \$109 for the junior college division and \$190 for the senior college division.

The ratios of senior college instructional salary expenditures per student to junior college instructional salary expenditures per student range from 1.4 in Institutions Number 1 and 2, to 2.2 in Institution Number 9. The ratio for the nine institutions combined is 1.7; this means that for every dollar expended for instructional salaries for a junior college student, approximately one dollar and

Table I. Average Regular-Year Enrollment, and Expenditures for Instructional Salaries in the Junior College and Senior College Divisions of Nine Four-Year Colleges of Liberal Arts in 1925-1926

Insti- tution Number	Average Regular- Year Enrollment		Expenditures for Instructional Salaries				Ratio Sen. Col.
	Junior College	Senior College	Total		Per Student		to Jun. Col.
			Junior College	Senior College	Junior College	Senior College	
1	581	308	\$69,892	\$52,941	\$120	\$172	1.4
2	548	391	56,493	57,633	103	147	1.4
3	210	87	23,738	14,897	113	171	1.5
4	313	175	40,530	33,836	129	193	1.5
5	265	153	19,990	18,825	75	123	1.6
6	918	258	77,884	40,394	85	157	1.8
7	224	130	19,895	21,295	89	164	1.8
8	300	137	34,336	31,427	114	229	2.0
9	530	292	80,151	95,233	151	326	2.2
Nine Colleges Combined	3,889	1,931	\$422,909	\$366,481	\$109	\$190	1.7

respectively, the variation among the institutions is marked. Forty-two per cent of the students at Institution Number 2 are enrolled in the senior college division, as compared with only 22 per cent of the students enrolled in the senior college division at Institution Number 6.

seventy cents must be expended for instructional salaries for a senior college student.

A comparison of the ratios presented in the last column of Table I with the enrollment figures presented in the second and third columns of this table makes

it apparent that little relationship exists between the number of students enrolled in an institution and the ratio of senior college to junior college instructional salary expenditures.

III. Current Educational Expenditures in the Junior College and Senior College Divisions of Four-Year Liberal Arts Colleges.

Current educational expenditures include current expenditures for instructional salaries, administration, operation and maintenance of the physical plant, library, and student welfare. They do not include capital expenditures for plant and fixed assets, such as lands, new buildings, or equipment for new buildings; neither do they include non-operative expenditures incurred for specially designated objects not a part of strictly educational work, such as expenditures incurred through annuity or endowment investments, losses incurred through dining hall or dormitory operations, expenses due to campaigns for funds, scholarship subsidies, expenditures for extra curricular activities, and other items of this nature.

For comparative purposes, three methods were employed in the allocation of educational expenditures for all purposes except instructional salaries. Expenditures for the work of the regular school year were distributed to the junior college and senior college divisions (1) upon the basis of student enrollments in the divisions, (2) upon the basis of instructional salaries allocated to these divisions; and (3) upon a combined basis giving equal weight to the two factors, instructional salaries and student enrollments.

Special departments of fine arts are

charged with a part of the overhead expenditures of an institution. Overhead expenditures were allocated to fine arts departments upon the basis of the per cents of the total instructional salaries charged to such departments. After this allocation had been made, a percentage of the total current expenditure for fine arts was charged to the cost of educating the students enrolled in the liberal arts college. The percentage charged to the education of the students of the liberal arts college corresponds to the percentage of the total fine arts load made up of liberal arts college students.

Table II shows the current educational expenditures for all purposes except instructional salaries in nine colleges, distributed upon the three bases just explained. Expenditures for summer session work are not included. In institutions maintaining summer sessions, the percentage of the total overhead charged to the summer session corresponds to the percentage of the total annual carrying load of the institution which the enrollment of the summer session comprises.

An examination of Table II shows that the junior college divisions are charged with larger percentages of overhead expenditures, and the senior college divisions with smaller percentages of overhead expenditures, when the allocation is made upon a basis of student enrollments than when it is made upon a basis of instructional salaries. The speaker is of the opinion that a combination of these two methods, as illustrated by the figures shown in columns four and seven of Table II is preferable to either method used alone.

Table III shows the current educational expenditures for all purposes in nine colleges, distributed upon the three bases described. The data included in

Table II. Current Educational Expenditures for All Purposes Except Instructional Salaries in Nine Colleges in 1925-1926

Institution Number	Expenditures in Junior College with Overhead Allocated on a Basis of			Expenditures in Senior College with Overhead Allocated on a Basis of		
	Student Enrollments	Instructional Salaries	Equal Weight to Enrollments and Salaries	Student Enrollments	Instructional Salaries	Equal Weight to Instructional Salaries and Enrollments
1	\$47,491	\$41,348	\$44,420	\$25,176	\$31,319	\$28,247
2	58,150	49,323	53,736	41,491	50,318	45,904
3	25,988	21,740	23,864	10,766	13,677	12,222
4	47,148	40,064	43,606	26,363	33,447	29,905
5	18,477	15,010	16,743	10,668	14,135	12,401
6	65,127	54,058	59,592	18,303	28,037	23,170
7	15,886	12,097	13,992	9,220	13,567	11,393
8	34,600	26,359	30,479	15,900	24,041	19,970
9	84,849	60,140	72,494	46,746	71,555	59,150
Total	\$397,716	\$320,139	\$358,926	\$204,633	\$280,096	\$242,362

Table III are obtained by adding the instructional salary expenditures presented in Table I to the current educational expenditures for all purposes except instructional salaries, presented in Table II.

Table IV shows the current educational expenditures per student for all

purposes in nine colleges. The data presented in this table were computed by dividing the figures presented in Table III, representing current educational expenditures, by the figures presented in Table I, representing the average regular-year enrollments.

Table III. Current Educational Expenditures for All Purposes in Nine Colleges in 1925-1926

Institution Number	Expenditures in Junior College with Overhead Allocated on a Basis of			Expenditures in Senior College with Overhead Allocated on a Basis of		
	Student Enrollments	Instructional Salaries	Equal Weight to Enrollments and Salaries	Student Enrollments	Instructional Salaries	Equal Weight to Instructional Salaries and Enrollments
1	\$117,383	\$111,240	\$114,312	\$ 78,117	\$ 84,260	\$ 81,188
2	114,643	105,816	110,229	99,124	107,951	103,537
3	49,726	45,478	47,602	25,663	28,574	27,119
4	87,678	80,594	84,136	60,199	67,283	63,741
5	38,467	35,000	36,733	29,493	32,960	31,226
6	143,011	131,942	137,476	58,697	68,431	63,564
7	35,781	31,992	33,887	30,515	34,862	32,688
8	68,936	60,695	64,815	47,327	55,468	51,397
9	165,000	140,291	152,645	141,979	166,788	154,383
Total	\$820,625	\$743,048	\$781,835	\$571,114	\$646,577	\$608,843

An examination of the data presented in Table IV shows that the current educational expenditures per student, when overhead expenditures are allocated to the junior college and senior college divisions on a basis giving equal weight to enrollments and instructional salaries,

penditures per student in the junior college divisions range from 1.2 to 1.6 with a ratio of 1.4 for the nine colleges combined, when overhead expenditures are allocated on the basis of student enrollments; from 1.4 to 2.1 with a ratio of 1.8 for the nine colleges combined, when

Table IV. Current Educational Expenditures Per Student for All Purposes in Nine Colleges in 1925-1926

Institution Number	Expenditures in Junior College with Overhead Allocated on a Basis of			Expenditures in Senior College with Overhead Allocated on a Basis of		
	Student Enrollments	Instructional Salaries	Equal Weight to Enrollments and Salaries	Student Enrollments	Instructional Salaries	Equal Weight to Instructional Salaries and Enrollments
1	\$202	\$191	\$197	\$253	\$274	\$264
2	210	193	201	253	277	265
3	237	217	227	295	328	312
4	280	256	268	344	384	364
5	145	132	139	193	215	204
6	156	144	150	227	265	246
7	160	143	151	235	268	252
8	229	202	216	345	405	375
9	311	265	288	486	570	528
Nine Colleges Combined	\$211	\$191	\$201	\$296	\$335	\$315

range from \$139 to \$288 among the junior college divisions, and from \$204 to \$528 among the senior college divisions. The average expenditure per student in the nine colleges combined is \$201 for the junior college divisions and \$315 for the senior college divisions.

Table V is derived from Table IV, and shows the ratio of current educational expenditures per student in the senior college division to current educational expenditures per student in the junior college division of each of nine colleges.

The ratios of current educational expenditures per student in the senior college divisions to current educational ex-

penditures per student in the junior college divisions are allocated on the basis of instructional salaries; and from 1.3 to 1.8 with a ratio of 1.6 for the nine colleges combined, when overhead expenditures are allocated on a basis giving equal weight to enrollments and salaries. The enrollments in the institutions appear to have little effect upon the ratio of senior college expenditures to junior college expenditures. The relationship between the ratios of senior college expenditures, to junior college expenditures, and the annual carrying loads of the nine institutions, expressed in terms of the Pearson coefficient of correlation, is $r = -.15$.

Table V. Ratio of Current Educational Expenditures Per Student in the Senior College Division to Current Educational Expenditures Per Student in the Junior College Division of Nine Colleges in 1925-1926

Institution Number	Ratio with Overhead Allocated on the Basis of Student Enrollments	Ratio with Overhead Allocated on the Basis of Instructional Salaries	Ratio with Overhead Allocated on a Basis Giving Equal Weight to Enrollments and Salaries
1	1.3	1.4	1.3
2	1.2	1.4	1.3
3	1.2	1.5	1.4
4	1.2	1.5	1.4
5	1.3	1.6	1.5
6	1.5	1.8	1.6
7	1.5	1.9	1.7
8	1.5	2.0	1.7
9	1.6	2.1	1.8
Nine Colleges Combined	1.4	1.8	1.6

Table VI. Current Expenditures for Educational Purposes in Seventeen Colleges in 1925-1926¹

Institution Number	Current Educational Expenditures for all but Special Music and Law Students	Annual Carrying Load	Current Expenditures Per Student
1 Coe	219,662	999—16	\$220— 5
2 St. Olaf	217,865	957—15	228— 6
3 Huron	95,089	360— 6	264—10
4 Macalister	147,876	488—11	303—12
5 Gustavus Adolphus	73,102	421— 8	173— 2
6 Drake	232,886	1,345—17	173— 1
7 Concordia	69,381	370— 7	187— 4
8 Wabash	116,163	437— 9	266—11
9 Carleton	309,220	828—14	373—15
10 Evansville	108,542	457—10	238— 7
11 Antioch	197,098	338— 4	583—17
12 Phillips	101,477	581—12	174— 3
13 Hamline	155,367	592—13	262— 8
14 Hiram	123,608	356— 5	349—13
15 Culver Stockton	78,950	300— 3	263— 9
16 Eureka	103,479	300— 2	345—14
17 Bethany	129,627	290— 1	447—16
Seventeen Institutions Combined	\$2,479,392	9,419	\$263

¹Special music and art students, and expenditures for such students are not included in the data presented here. At institutions where data relating to academy are included,

three academy students are considered as equivalent in load to two students of college rank.

IV. Current Educational Expenditures in Four-Year Liberal Arts Colleges, with Junior College and Senior College Divisions Combined.

In Table VI current expenditures for educational purposes are shown for seventeen liberal arts colleges. Summer school expenditures are included in this section of the report. The annual carrying loads represent the average enrollments for the two semesters or three terms of the regular session, plus the summer session enrollments reduced to a year basis of thirty-six weeks.

An examination of Table VI shows that the current expenditures per student range from \$173 to \$583. The annual carrying loads of the institutions range from 260 to 1,345. The average current expenditure per student for the seventeen institutions combined is \$263. In general, it may be said that the cost per student tends to be lower in the larger institutions than in the smaller ones, although there are some exceptions to this general tendency. The relationship between annual carrying loads and current expenditures per student, expressed in terms of the Pearson Coefficient of Correlation, is $r = -.56$.

V. Relation Between Sources of Income and Current Educational Expenditures.

Table VII presents data relating to the sources of income available for current educational expenditures at seventeen colleges. Income available for current expenditures of a strictly educational character in all departments of these institutions is included. Income which has been expended for items of capital outlay or for especially designated objects not strictly educational in character, is not included. The third column of the table

shows all income received from student tuitions and fees for educational purposes. Student activity fees and charges for dormitory rental or student board are not included. For thirteen of the seventeen institutions represented, the income from endowment receipts shown represents the total net income received from such sources. The other four institutions have expended a part of their endowment income for items of capital outlay or for expenditures for specially designated objects not strictly educational.

Endowment income expended for such objects is not included in the amounts of income from endowment receipts shown in this table. The last column of the table shows income from all sources other than students and endowment. As in the case of endowment receipts, free income expended for purposes other than current educational expenditures is not included.

Table VIII is derived from Tables VI and VII; it shows the current educational expenditures per student, and the per cents of the total income available for current educational expenditures which are derived from students, endowment, and all other sources, respectively.

Among the seventeen colleges, the range of the per cents of income derived from students is from 33.3 at Institution Number 15, to 93.4 at Institution Number 6; the range of the per cents of income derived from endowment is from 1.5 at Institution Number 11, to 63.0 at Institution Number 15; and the range of the per cents of income derived from all sources other than students and endowment is from 0.0 in the case of four colleges, to 31.7 at Institution Number 2. For the seventeen institutions combined, 63.8 per cent of the educational income

Table VII. Sources of Income Available for Current Educational Expenditures at Seventeen Colleges in 1925-1926

Institution Number	Total Income for Current Educational Expenditures	Income From Students	Income From Endowment Receipts	Income From All Other Sources
1	\$221,556	\$159,153	\$62,403	\$ -----
2	226,569	145,905	8,762	71,902
3	102,081	50,315	42,000	9,766
4	146,586	71,811	74,775	-----
5	103,996	54,985	19,011	30,000
6	345,817	322,835	22,982	-----
7	76,478	50,121	3,857	22,500
8	143,708	53,058	87,411	3,239
9	295,136	237,440	57,656	40
10	108,542	71,653	3,364	33,525
11	247,006	166,732	3,754	76,520
12	104,305	79,272	9,000	16,033
13	147,715	95,122	52,593	-----
14	124,702	57,672	50,736	16,294
15	95,253	31,668	60,051	3,534
16	100,674	54,216	33,000	13,452
17	166,380	56,380	96,500	13,500
Total	\$2,756,504	\$1,758,338	\$687,861	\$310,305

Table VIII. Current Educational Expenditures Per Student, and Per Cents of Income for Education Derived from Students, Endowment, and All Other Sources, at Seventeen Colleges in 1925-1926

Institution Number	Current Educational Expenditures per Student	Per Cent of Income from Students	Per Cent of Income from Endowments	Per Cent of Income from All Other Sources
6	\$173	93.4	6.6	-----
5	173	52.8	18.3	28.9
12	174	76.0	8.6	15.4
7	187	65.5	5.1	29.4
1	220	71.8	28.2	-----
2	228	64.4	3.9	31.7
10	238	66.0	3.1	30.9
13	262	64.4	35.6	-----
15	263	33.3	63.0	3.7
3	264	49.2	41.2	9.6
8	266	37.0	60.8	2.2
4	303	49.0	51.0	-----
16	345	53.8	32.8	13.4
14	349	46.2	40.7	13.1
9	373	80.5	19.5	-----
17	447	33.8	58.1	8.1
11	583	67.5	1.5	31.0
Seventeen Institutions Combined	\$263	63.8	24.9	11.2

comes from student tuitions and fees, 24.9 per cent from endowment, and 11.2 from all other sources.

A comparison of the figures presented in the column headed "current educational expenditure per student" with the per cents shown in the column headed "Per cent of income from endowment", shows that a positive relationship exists between current expenditures and endowment income. However, some strik-

Table IX is derived also from Tables VI and VII; it shows the current expenditures per student for educational purposes, the endowment income per student and the per cent of income from all sources except students, at seventeen colleges.

Out of a total current expenditure per student of \$263 for the seventeen institutions combined, the endowment income amounts to \$73 per students, while the

Table IX. Current Expenditures Per Student for Educational Purposes and Endowment Income Per Student in Seventeen Colleges in 1925-1926

Institution Number	Current Expenditures Per Student	Endowment Income Per Student	Per Cent of Income From All Sources Except Students
6	\$173	\$ 16	6.6
5	173	45	47.2
12	174	15	24.0
7	187	10	34.5
1	220	62	28.2
2	228	9	35.6
10	238	7	34.0
13	262	89	35.6
15	263	200	66.7
3	264	117	50.8
8	266	200	63.0
4	303	156	51.0
16	345	110	46.2
14	349	145	53.8
9	373	70	19.5
17	447	326	66.2
11	583	11	32.5
Seventeen Institutions Combined	\$263	\$ 73	36.1

ing exceptions occur, as in the case of Institution Number 11, which has the largest current expenditure per student and the smallest per cent of income from endowment. Expressed in terms of the Pearson coefficient of correlation, the relationship between current educational expenditures per student and per cent of income from endowment is $r = +.36$.

income from all sources except students amounts to 36.1 per cent of the total income. Endowment income per student ranges from \$7 at Institution Number 10 to \$326 at Institution Number 17. The per cents of income derived from all sources except students range from 6.6 at Institution Number 6 to 74.1 at Institution Number 17. Expressed in terms of

Table X. Average Salary of Full-Time Instructors, Endowment Income Per Student, and Per Cent of Income Derived from Endowment at Seventeen Colleges in 1925-1926

Institution Number	Average Salary of Full-Time Instructors	Endowment Income Per Student	Per Cent of Income Derived From Endowment
3	\$1,969	\$117	41.2
7	1,988	10	5.1
5	2,096	45	18.3
2	2,130	9	3.9
15	2,185	200	63.0
12	2,209	15	8.6
4	2,364	156	51.0
6	2,371	16	6.6
1	2,382	62	28.2
16	2,410	110	32.8
13	2,418	89	35.6
14	2,508	145	40.7
10	2,640	7	3.1
8	2,752	200	60.8
17	2,772	326	58.1
9	2,894	70	19.5
11	3,426	11	1.5
Average	\$2,442	\$ 73	24.9

the Pearson coefficient of correlation the relationship between current expenditures per student and endowment income per student is $r = + .53$, while the relationship between current expenditures per student and the per cents of income from all sources except students is $r = + .36$.

VI. Relation Between Endowment Income and Instructional Salaries.

Table X presents data showing the average salaries of full time instructors, endowment income per student, and the per cents of income derived from endowment, at seventeen colleges. Salaries of deans are included as instructional salaries. Business officers and registrars are included as instructors, when such officers give part time to teaching.

Special summer school salaries are not included.

There appears to be little relationship between average salaries of full-time instructors and either endowment income per student or per cent of income derived from endowment. Expressed in terms of Pearson's coefficient of correlation, $r = + .18$ for the average salaries and endowment income per student, and $+ .03$ for average salaries and per cent of income derived from endowment.

VII. Relation Between Current Educational Expenditures and Instructional Salaries.

The relation between current educational expenditures and instructional salaries may be observed from an examination of Table XI.

For thirteen institutions for which

comparable data are available, the per cents that instructional salaries are of current educational expenditures range from 50.8 at Institution Number 4 to 68.3 at Institution Number 12. For the thirteen institutions combined 61.3 per cent of the current educational expenditures are for instructional salaries.

A comparison of the data presented in the last column of Table XI with the

pressed in terms of the Pearson coefficient of correlation, is $r = + .04$.

VIII. Conclusions.

The number of institutions represented in this investigation is not large enough to warrant any final conclusions concerning the problems discussed in this report. However, the data presented lead to the following tentative conclusions, which

Table XI. Current Educational Expenditures, Instructional Salaries, and Per Cent That Instructional Salaries Are of Current Educational Expenditures at Thirteen Colleges in 1925-1926

Institution Number	Current Educational Expenditures for All Departments	Instructional Salaries	Per Cent That Instructional Salaries Are of Current Educational Expenditures
4	\$158,206	\$80,321	50.8
3	102,081	52,610	51.5
2	217,865	116,419	53.5
8	116,163	65,763	56.7
9	309,221	176,824	57.2
7	70,171	41,065	58.7
6	327,709	194,425	59.5
17	129,527	77,900	60.2
11	214,674	125,233	61.3
1	230,763	143,966	62.4
13	155,367	100,103	64.3
5	78,170	51,985	66.5
12	101,477	69,469	68.5
Thirteen Institutions Combined	\$2,111,394	\$1,296,083	61.3

figures for annual carrying load presented in Table VI shows that no relationship exists between the number of students enrolled in an institution and the per cent that instructional salaries are of current educational expenditures. The relationship between the per cents that instructional salaries are of current educational expenditures and the annual carrying loads of the thirteen institutions, ex-

are subject to modification in the light of a more extended study of these problems.

(1) Approximately two-thirds of the students enrolled in nine liberal arts colleges are freshmen or sophomores. The range among nine institutions in the per cents of students enrolled in senior college divisions is from 22 to 42.

(2) For nine institutions combined the

instructional salary expenditure per student is \$109 for the junior college division and \$190 for the senior college division.

(3) Little relationship is apparent between the number of students enrolled in an institution and the ratio of senior college to junior college instructional salary expenditures.

(4) Current educational expenditures per student range from \$139 to \$288 among junior college divisions, and from \$204 to \$528 among senior college divisions of nine four-year liberal arts colleges. For the nine institutions combined the junior college expenditure is \$201 per student and the senior college expenditure \$315 per student.

(5) Little relationship is apparent between the number of students enrolled in institutions and the ratio of senior college to junior college expenditures.

(6) Current educational expenditures per student in seventeen colleges range from \$173 to \$583. For the seventeen institutions combined the current educational expenditure is \$263.

(7) The tendency is marked for cur-

rent educational expenditures per student to be greater in small institutions than in large ones.

(8) For seventeen institutions combined, 64 per cent of the income for current educational expenditures is derived from students, 25 per cent from endowment, and 11 per cent from all other sources.

(9) A positive relationship exists between current expenditures per student and income per student derived from endowment. However, the correlation between these two factors is not high.

(10) There appears to be little relationship between average salaries of full-time instructors and income from endowment.

(11) The per cents that instructional salaries are of current educational expenditures at thirteen institutions range from 51 to 68; for the thirteen institutions combined the per cent is 61.

(12) The per cent of current educational expenditures going to instructional salaries appears to have no relationship to the size of an institution.

Presidential Address, 1927

J. D. ELLIFF, UNIVERSITY OF MISSOURI

I wish to thank you for the honor conferred a year ago. To be elected president of this great democratic, co-operative, progressive, constructive association is indeed a great honor. No greater honor could come to a school man, for the North Central Association of Colleges and Secondary Schools is the schoolman's greatest organization.

Our aims, methods, and standards meet with almost universal approval. Our lists of schools are accepted as standard, not only in our own territory, but throughout the United States. Our published proceedings, the work of our commissions, officers, and committees is the most valuable contribution to current educational literature. As a matter of fact, the association is recognized as an authority on any matter concerning which it expresses a judgment. From the beginning the association has grown in number, in influence, and in favor with our people. It is, of course, impossible to measure or even to estimate accurately the constructive work of the association. It is not difficult, however, to see just how the work has been accomplished. An illustration will, I think, make this quite clear. Regulation Two of the Commission of Secondary Schools reads as follows: "New Schools, seeking accrediting, shall submit evidence, for example, a resolution showing an approval of the standards of the association and of the application for membership by the local board of education or the school trustees." This usually takes the following form: "At a

meeting of the Board of Education on _____, of _____ district, the following resolutions were unanimously approved: (1) Resolved: That we approve the aims and standards of the North Central Association of Colleges and Secondary Schools. (2) That we authorize the principal of the high school to make application for membership, and promise, if elected, to abide by the rules and standards of the association." Signed by President and Secretary of the Board and attested with seal of the district.

Let us see just what this action means. It may mean any one or more of several things: a longer school term, a better building, better equipment, better qualified teachers, better paid teachers, better organization, better program of study and curricula. In every case it means a better school, better for the students now in it, and for all the students in the district who will attend in the future, for there are very few backsliders among the North Central Association schools. Multiply the results in this one school district by two thousand districts including more than one-half the population in twenty states, and you will have some notion of the constructive work of the association in the field of secondary education.

The work of the Commission on Higher Institutions furnishes a similar illustration. Every time a college is added to the list it means a better educational opportunity for all its students.

May I digress at this point to say just

a word concerning the work of the Commission on Higher Institutions? From the point of view of the difficulties involved, this commission has, by far, the most difficult task. It was a comparatively easy matter for the association to standardize high schools—they were accustomed to it—but not so with colleges and universities.

The school men and women, especially those engaged in secondary education, have waited long and patiently for a list of standard colleges. This association, working through its commission on Higher Institutions may justly claim the honor of making such a list. Stepping in where one of the great foundations and even the national government itself had failed, our commission succeeded. All honor to the Commission on Higher Institutions and may it never falter until its work is fully completed. This commission is not, as some may have tried to believe, "hard boiled." The very nature of its work may at times make it seem so.

Ten years ago there were more than thirty different standardizing agencies in the North Central Association territory: churches, universities, state departments, associations, etc. There are not so many now. College and university men, whether in church, independent, or state schools, are coming to see the necessity for one standard list and are showing a willingness to co-operate in its preparation. The Missouri College Union, an association of the better colleges in my own state, is an old and well established organization, having standards of its own. It is, in fact, a standardizing agency. After this year no institution will be admitted to membership unless it is fully accredited by the North Central Association. This is as it should

be. The sooner all of these accrediting agencies join in with us the better. There is not the least doubt but that this would greatly improve our educational practice. This great non-partisan, non-sectarian, co-operative association offers the best possible opportunity for effective standardization.

While I am not authorized to speak for the association, I think I am perfectly safe in extending to all these church, state, and private accrediting agencies, an invitation to join with us to the end that we may have one list of standard colleges.

I fear that we sometimes become absorbed in our particular piece of work and lose sight of the goal, the real purpose of it all. Commissions, committees, standards, technique, the association itself are only means to an end—the improvement of our practice, the betterment of educational opportunity. When measured by this standard, it must be admitted that thousands, yes, hundreds of thousands of our youth are enjoying and will continue to enjoy, better educational opportunities because of the work of the association. My first statement, therefore, stands—The North Central Association of Colleges and Secondary Schools is not only the schoolman's greatest organization; it is the greatest single constructive force in American education.

Last year, for the first time, I think, you selected your presiding officer from the Board of Inspectors, of which it has been my good fortune to be a member for more than twenty consecutive years. I wish to thank you on behalf of the Commission on Secondary Schools. A finer body of men, a more competent unselfish group of workers I have never known and never expect to know. Just

why you should have selected the least able man from the group I do not know. Perhaps you wished to give President Angell a concrete illustration of the soundness of his philosophy. I hope, however, that you will not let this one illustration affect your judgment concerning the Commission on Secondary Schools, for there are many men on the commission who would grace the position as president of the association.

Some former president of the Association set the fashion of making an annual address. I do not know which one of my worthy predecessors did this and if you have the least interest in his physical well being, I hope you will not tell me. In view of the established precedent, it seems necessary that I should at least attempt to make some sort of address.

The Junior High School and College Entrance Requirements

Of all problems of mutual interest to high school and college, that of college entrance is the oldest and the most important and farthest from a satisfactory solution. There are really two closely related problems:

First: what really constitutes adequate preparation for entrance to college?

Second: how may this preparation best be determined?

These two questions suggest several others. For example, is the completion of a prescribed amount of subject matter the only factor to be considered? Is preparation for college in general and preparation for college in particular, one and the same thing? That these questions need and are capable of a clearer analysis, that the problem as a whole is far from a satisfactory solution, must be admitted by every schoolman. Neither

question has been answered scientifically or satisfactorily. If proof is needed, it is found in our present practice.

In order to get a clear view of the present situation, it is necessary to review, in a very general way, its history and development. I shall not, of course, go into any great detail. I have not the time to do so and in this presence it is unnecessary. There is abundant literature and you can study it at your convenience. Of the several historical and critical studies the following are, perhaps, the very best:

Broome's—The Historical and Critical Discussion of College Entrance Requirements. Macmillan Co. 1903.

Henderson's—Admission to College by Certificate. Teachers College Bulletin, Number 50, 1912.

Kingsley's—College Entrance Requirements. U. S. Bureau of Education. Bulletin Number 7, 1913.

McKown's—The Trend of College Entrance Requirements. U. S. Bureau of Education Bulletin, Number 35, 1924.

For studies and discussions since 1924, see current educational literature, especially The Educational Record and publications of Columbia University. When you have studied all the literature bearing upon the problem, you will probably be surprised to learn that for three hundred years we have made but little progress. Only in the last decade do we find any scientific study of the several factors involved, or any carefully controlled experimentation to determine the factors. For the most part we have accepted the situation as we found it, and have done but little to improve it. Is it not strange that the solution of so important a problem, a problem affecting every college and every high school in

the nation, should be left largely to tradition and guess work?

The first statement of college entrance requirements was made by Harvard about 1642, and consisted of a very thorough examination in Latin and Greek. This general plan was followed for nearly three hundred years. As the years went by, we gradually placed less emphasis upon the classics and offered other subjects, mathematics, English, etc. Each college fixed its own particular standards and gave its own examinations. As might have been foreseen, this expensive, more or less haphazard, and impractical plan would sooner or later break down. In order to avoid a complete breakdown, the College Entrance Board came into existence about 1900.

The period following the Civil War was characterized by the rapid development of the State Universities; this led to the establishment of the accrediting system. The State University being an integral part of the public school system, it seems quite essential that it be organically and closely related to the other parts, especially to the high schools. The plan of admission to college by certificate from an accredited school, came from Michigan. It spread rapidly throughout the middle West and South and Southwest, was adopted by the private and church schools, standardized by the Regional Accrediting Associations, and has become fixed in our administrative system. At present there are really four different plans of admission to college.

1. Examination in special subjects under the direction of an examining body, such as the college entrance examination board or the Board of Regents of New York. This is a direct survival of the old Harvard plan, and is found at its best in New England. This

plan assumes that the ability to pass an examination on certain specified units of subject matter is a complete or at least satisfactory evidence of fitness to enter college.

2. The so-called Harvard plan or "new plan," the comprehensive examination. This plan is being followed in a number of eastern colleges.

3. The so-called Columbia plan, or intelligence tests. In recent years many institutions have been experimenting with intelligence tests as a factor in determining entrance requirements. This plan is probably found in its best form at Columbia University, New York.

4. Presentation of a certificate from an approved or accredited school. This plan is most widely used and is followed almost exclusively in the middle west, in the far west, and in the south. It is highly probable that more than 90% of the students in this territory enter on certificate. For many years the certifying system worked admirably, but in recent years the problem has been complicated by the introduction of several new factors, among which the following may be considered as the most important.

First: the ever increasing number of different kinds of colleges and schools. Originally, entrance to college meant entrance to what we now call the college of Arts and Science; now it may mean entrance to any one of a dozen or more different types of colleges.

Second: the multiplicity of courses and curricula, especially vocational courses in the secondary schools. Purely vocational courses, even Smith-Hughes courses, are not and were never intended to be college preparatory courses.

Third: the widespread use of what practically amounts to the free elective system in many high schools.

Fourth: the rapid growth and increasingly cosmopolitan character of the high school student body. The growth of the public high school has been phenomenal. If we should represent the number of high schools, the number of teachers and the number of students in 1870 by one, the figure for 1880 would be two; for 1890 would be four, for 1900—eight, for 1910—sixteen, and for 1920—thirty-two. Roughly, the increase is best expressed by the geometric ratio. In all the history of education we find nothing comparable to this growth of the high schools. It seems that the average man has completely revised his conception of the place and function of the secondary school. Men and women now think of the education of their own children in terms of an elementary school plus a high school and at least an opportunity to attend college. If there is one fact that stands out more clearly than all others, it is the fact that our people believe in high school education.

Fifth: the rapid increase in college enrollment. From 1890 to 1924 the total population of the country increased 79 per cent while the college enrollment increased 352 per cent. In five years from 1910 to 1915, thirty-five thousand more men went to college than had gone in the previous years. In the next five years the increase jumped from thirty-five thousand to seventy thousand. In the two years from 1920 to 1922, there was an increase of fifty thousand; but the most astonishing increase came in the next two years. Between 1922 and 1924, the number of men entering college increased one-hundred eighty-seven thousand, while the number of women in-

creased one-hundred thousand. It is perfectly safe to say that we have at the present time eight-hundred thousand students in institutions of higher education in this country. In 1924, 109,932 students graduated from North Central Association Secondary schools, 41,701 or approximately 38 per cent of these entered college in September 1925.

Nor is this all. A recent survey of adult education made by the Carnegie Corporation shows that there are one-million five hundred thousand persons enrolled in courses in correspondence schools, and that they are paying seventy million dollars in tuitions. Approximately two-hundred thousand persons are enrolled in extension courses under the direction of higher institutions.

Sixth: Some states have made an attempt to define entrance requirements by law. "All work completed in any high school approved by the State Department of Education, shall be accepted for entrance to and classification in any institution supported in whole or in part from state funds."

Seventh: and last, but by no means least, the breaking down of the eight-four plan of classification and the coming of the junior high school. It is this last factor that has so forcibly focused attention on the problem.

I shall not present any arguments for the junior high school. The time for argument is past. The junior high school is rapidly becoming an integral part of our school system, and is here to stay. It is, in fact, becoming a separate institution with its own building, faculty and equipment. The junior schools hold that because of their special and peculiar functions they should be relieved of all responsibility in so far as specific courses are concerned. I am quite sure that this

is the correct view. The junior school will, as I shall show, contribute much to the general problem. It will, in fact is now making, a new and very important contribution. The point of view of the elementary school is the *mass*. The aim to give all a knowledge of the common branches, a knowledge and some command of the tools of learning, the function is integrating.

The point of view of the senior high school is the *group*, to the end that the pupils of each group may have special training in the curriculum chosen. The aim is differentiation and some specialization.

The point of view of the junior high school is the *individual*, to the end that each may be selected from the mass and intelligently placed in the proper senior school groups. The function is both integrating and differentiating. It is a finding, testing, sorting school. It precedes and prepares the way for the vital problem of vocational or educational choice. Its aim is justice, a square deal for each pupil. It will give vision, insight, into the worlds work, will direct, guide and stimulate effort and will hold its pupils, will lead to intelligent self-direction, the goal of all school training. The junior school is a perfectly natural, normal outgrowth of our democratic system of free schools. The twentieth century school in its best form, 6-3-3, is the latest and best expression of the growing principle of democracy which has been finding a fuller and freer expression in our country and in the world since the time of Jefferson and Franklin. This fact alone is a full explanation of its universal popularity and phenomenal growth. The junior school is rapidly and permanently articulating elementary and secondary education.

In every profession and occupation we are constantly improving our practice in the light of new knowledge and experience. It was inevitable that we should do this in education. When we found that 60% of all pupils completing the sixth grade left school before the completion of the ninth grade, we began to suspect that something was radically wrong. When we began to study education in terms of ends or aims, when we began to evaluate subject matter in terms of functions, when we began to study the individual pupil in the light of new knowledge, the 8-4 system was doomed. It is "going-going" and will ultimately be "gone".

What has all this to do with college entrance requirements? Simply this: the junior school is not a college preparatory school in the usual accepted sense. Only in the sense that it is a school to determine who should go to college and to point the way, can it be so considered.

In the third year of the junior school many pupils, those who have definitely decided to go to college, will, of course, study subjects very like those now offered in the first year of the four-year high schools. These courses, are, however only in such subjects as are continued in the senior school.

In view of the factors mentioned, in view of the increasing complexity and importance of the problem, is it not time to do something about it? It is a matter of common knowledge that thousands of students are entering college each year unprepared. Why? What shall we do about it? Surely it is not a problem for state legislatures; neither is it a problem for a single state or institution. It is a schoolman's problem and can best be solved by the co-operation of the great regional standardizing agencies.

The accrediting system is firmly established in our territory. It has been of very great value to both high school and college and cannot be displaced. In spite of its shortcomings, it is sound in principle and is the best plan we have found. The entrance certificate will continue to be a part, the most important part, of the evidence submitted in establishing fitness for entrance to college. Let us accept this fact and immediately undertake to improve the certificate. Let us make the entrance certificate what it should be and what it was intended to be—conclusive evidence of the preparation for college. How may we do this?

First, by defining college entrance, in so far as determined by purely academic standards, in terms of senior high school units. There should be no great difficulty in doing this. Let each particular kind of college define its own entrance requirements. Surely this is not asking too much of the college. By doing this we shall not only meet the demands of the re-organized high school, but we shall improve the certificate itself.

(1) By requiring twelve units and prescribing about eight, we shall give a very definite content to the term, "college entrance requirements." We shall make it possible for the senior school to formulate a definite college preparatory curriculum.

(2) It will place the college preparatory subjects in the upper years of the senior school where they belong. This is true whether we think of these courses as "tools" or as a basis for subsequent work in college. The student who takes Latin in the ninth and tenth grade in fulfillment of the college entrance requirement of two units has very little that is of value to him in his college work. We have many such students coming to us and very few ever study Latin in col-

lege. The student who takes Algebra in the ninth grade in fulfillment of the one year's requirement in Mathematics has practically nothing by the time he enters college. These are only illustrations of common practices that should and can be corrected.

(3) The certificating plan as now loosely administered in many institutions leads to a large amount of duplication of high school work by the college. For example, all students coming to us who take Physics in the Freshman year, take the same course, Physics I. Many of these students have had a year's work in Physics in a good school, under a good teacher, and with adequate equipment. This is only an illustration of a practice that is wide-spread, is wasteful, and is wholly unjustifiable. Under the proposed plan if Physics is offered, it will be a senior or junior course and the college can build upon the work of the high school and will not find it necessary to duplicate it. The same is true of other subjects.

(4) The proposed plan is simple and more easily administered.

(5) It will necessarily lead to a much greater uniformity in college entrance requirements, a condition greatly to be desired.

(6) It will avoid divided authority for certification and will leave this matter entirely with the senior school.

(7) It will inevitably tend to unify the work of the senior high school and the first years of college, both of which are really secondary education. As I have tried to show, perhaps the most important function of the junior school is to closely and permanently articulate the elementary and secondary school. This, the junior school is doing. It should not be difficult to unify more closely the senior school and the first two years of

the college. To do this means a very great saving of time, effort and money.

(8) It will encourage the 6-3-3 plan of organization in towns and smaller cities.

(9) The senior high schools are quite willing to assume full responsibility for college entrance requirements. They only ask that their obligations be clearly defined.

(10) The colleges have nothing to lose, but much to gain. The colleges, especially the State universities, have surrendered about all the authority they ever had. University domination of secondary education is a myth. We have reached the point where we are virtually compelled to take anything and everything and all of either that is offered.

This plan is not new and untried. On the contrary, it is already in operation in many schools and is supported by the leading schoolmen in all parts of the country. The following summary, taken in part from the Fifth Year Book of the Department of Superintendents, clearly indicates the present standing of the movement. Dr. Klein reports that three-fourth of the 626 colleges from which he received replies were ready to adopt the plan, if approved by the accrediting agencies. The following associations are on record as favoring the plan of admission on the basis of senior high school units:

(1) The New England Association of Secondary Schools.

(2) The Association of Colleges and Secondary Schools of the Middle States and Maryland.

(3) The North Central Association of Colleges and Secondary Schools.

(4) The Pennsylvania State Educational Association.

(5) The Curriculum Committee of the Department of Superintendents.

(6) The Association of Junior High School Principals of Massachusetts.

(7) The Missouri High School Principal's Association.

(8) The most recent and most significant of all, The National Association of High School Principals.

The Universities of Nebraska and Missouri have adopted the plan. Quite a number of colleges in the Middle States are accepting students on a basis of twelve units completed in the senior school.

In so far as I know, no institution that has carefully considered the matter for a reasonable time has rejected the plan. Our experience at the University of Missouri, is, I think, typical. The recommendation of the North Central Association was laid before the Committee on Schools and Colleges in May, 1926. This Committee has complete charge of all matters pertaining to the accrediting and standardizing of secondary schools and junior colleges in Missouri. It is composed of the Deans of the College of Arts and Science, of the college of Business and Public Administration, the college of Fine Arts, the Registrar, two professors of Education, a professor of Chemistry, and a professor of History. This committee appointed a sub-committee consisting of three members and instructed it to study the recommendation of the Association carefully and report its findings. This subcommittee made a very thorough study of the whole matter and in October presented its report which was in part as follows:

"The North Central Association of Colleges and Secondary Schools at its annual meeting in March, 1926, authorized the Secretary to bring to the attention of the higher institutions a recommendation that they re-state their entrance requirements in terms of senior

high school units." A special committee was authorized to bring before the Association at its next meeting a workable plan for the re-statement of the entrance requirements, for different types of liberal arts, technical and professional schools. "We, your committee, appointed to consider and report upon this recommendation, begs leave to report as follows:

1. We believe the recommendation is feasible and practicable. That its adoption by the University will promote the interests of the University, of the high school and of the individual students.

2. We recommend that the faculties of the College of Arts and Science, Agriculture, Engineering, School of Fine Arts, School of Mines, carefully consider the recommendation of the Association with a view to its adoption.

3. Specifically, our recommendations are as follows:

A—that entrance requirements be defined in terms of twelve senior high school units, not less than eight of which shall be prescribed by the Faculty of the particular college the student enters.

B—that not to exceed two of the prescribed units may, under conditions to be determined by the Faculty, be completed in the ninth, year, or grade, but in any case twelve acceptable entrance units must be completed in the last three years."

This report was adopted by the Committee on Accrediting Schools and referred to the different faculties for their consideration. Each faculty considered the matter carefully and adopted the report in principle. The next step was a free for all discussion at an informal meeting of the University faculty. Finally the report was made the special business at a meeting of the full University faculty. In our institution matters of this

sort are decided by a vote of the general faculty. The report of the Committee was adopted without a single dissenting vote.

By defining college entrance in terms of senior high school units, we shall, I believe, solve the problem in as far as purely academic standards determine preparation for college. If, however, we are to reach a final and satisfactory solution of the whole problem we must do much more than this.

Can we, in the face of all the facts continue to admit students on the assumption that the completion of certain specified units of subject matter is a full measure of fitness for college? There are other factors that must be considered, must be definitely determined and recorded on the certificate.

The all too common practice of re-organizing graduation from high school as equivalent to a recommendation for college entrance is detrimental to both college and high school. Every experienced administrator knows that many failures in college are not due to lack of educational preparation or intelligence. An increasing number of failures are due to a closely related group of factors apart from educational preparation. The social traits, the moral character, and the attitudes of the individual are factors that must be taken into account. Does the candidate recognize and meet his social obligations? Is he honest and trustworthy? Has he acquired acceptable standards and habits of thought and action? Is he positively moral? Has he a keen intellectual interest? Has he a definite worthy aim? Or as Dr. Elliot has so aptly characterized it, a life career motive? Is he clean socially, morally and physically? Only when all of these questions can be answered in the affirmative can we be sure that the candidate is

ready for college. Thirty years ago when there was a scarcity of college students, there might have been some excuse for admitting those of doubtful character. No such reason exists today and the practice should be abandoned.

I have no patience with those who look upon the college or even the senior high school as a sort of reformatory institution. The socially unadjusted, the immoral, the drifter, have no educational claims extending beyond the junior high school. The college has always been, is and must continue to be, an institution especially designed for a select group. College students must be men and women of intellect, character and purpose. Let us frankly proclaim this fact and take the necessary steps to enforce it. Why not begin the process of elimination in the junior school, continue through the senior school and complete the process on entrance to college.

In the light of our present knowledge we can safely say that social traits, moral traits, and attitudes can be measured as accurately as we now measure mental or academic traits. The re-organized high school offers exceptional opportunity for this work. As a matter of fact, many of them are already gathering and systematically recording the necessary data. An outstanding illustration of this is found in the LaSalle-Peru High School in Illinois. Let us encourage and assist in this work. Here is a very promising field for research. Let us continue our experimental studies, especially the use of the tests recommended by the American Council on Education. Let us follow up the suggestions of President L. B. Hopkins in his report on Personnel Procedure in Education. This report was published as a supplement to the Educational Record in October, 1926.

Much of the personnel work now being done in college belongs in the secondary school. The only difficulties are, first, we must determine just what subjective estimates of personal traits are worth recording; and second, to standardize the terminology so that records may be understood. If such records are kept by each teacher in the junior and senior school, the final judgment should be conclusive. Let us make it so and record this judgment on the entrance card.

Let me answer a question that is, I know, in the minds of some men connected with the state institutions. "What will you do with the candidate who presents the necessary units but who falls below the moral and social standard, or who comes with a certificate but without the recommendation of the principal?" The answer is, "Admit him only if you must; put him on probation, deny him every privilege except permission to study his lessons and attend classes. Let him distinctly understand that his most important obligation is to justify his presence in the institution and dismiss him promptly and without comment if he fails to meet it.

SUMMARY

In view of the total situation, the positive gain to the college, the high school and the individual, we should, at once, accept the plan of admission on the basis of senior high school credits.

Having done this, let us co-operate with the junior and senior schools especially as related to their personnel work to the end that the junior school may make a truly scientific selection of the college preparatory groups, that the senior school may carefully review the group and send to us only such students as have the necessary academic preparation, the moral and intellectual fibre, the interest and purpose, the ideals and attitudes that guarantee success.

Some Underlying Principles of Curriculum Construction

By FRANKLIN BOBBITT, UNIVERSITY OF CHICAGO

There is at present great unrest, as you of course all know, in the field of the curriculum. We can say, I think, with a good deal of assurance that this unrest will continue and it will increase; it will increase very greatly before it begins to diminish. We are only in the beginning of things when it comes to the reorganization of the curriculum. Of that I think we can be quite certain.

What is the cause of this unrest? Why must we reorganize the curriculum? I can mention only very briefly two things as being fundamental. One is the changing purpose of education; the other is the changing method of education.

I think we can with justice refer to the older purpose of secondary education, and we can refer to the newer purpose. With the older purpose we are all familiar. The purpose was to develop scholarship in academic subjects, scholarship for the ten per cent, scholarship that was to be a foundation for professional work later, a very restricted purpose for a restricted group, a purpose that yet obtains very strongly in the field.

The newer purpose is training individuals to participate in civilized activities in a proper way. The newer purpose is to bring individuals to high grade living, to perform the activities which constitute high grade living. The newer purpose is applicable to the hundred per cent, the newer purpose is not scholarship, although it involves scholarship.

It is not training primarily in academic

subjects, although it involves a larger intellectual element when it is properly done, than the older education ever arrived at.

I think in order that we may properly appreciate the situation, we need to know the relation of these two purposes. The newer purpose is merely a widening of the old, a widening in the application to the hundred per cent of the population and not the smaller percentages, a widening in the activities that are to be performed, because really in the field of scholarship, we are thinking pretty largely of intellectual activities of a certain sort.

But we would develop other sorts of activities. Your own commission has said that instead of academic scholarship in textbook subjects, we should aim at health, at right use of leisure time, right performance of civic, domestic and other social occupations, and vocational activities.

There is a very considerable widening. The Commission on the Reorganization of Secondary Education which presented its report, in the cardinal principles gave seven different objectives of general character. They were health, language, citizenship, vocation leisure, occupations, home occupations and ethical character. I have changed the wording just a little.

When you come into the literature of the curriculum you can find these objectives in general form, differently stated by different individuals. Professor Stout has his own particular statement of these

objectives; Professor Peters has his statement of these objectives; Professor Charters has a different one, and so they go, but all of them are attempting to do the same sort of thing, they are attempting to present a statement of the entire range of activities which make up high grade human living, so that our purposes are coming to be, we can say, almost totally different from the purposes that have obtained for a long time.

As I look at the standards and the units and the models that are being referred to in most of our discussion of administrative sort, we are on the old basis, we are considering the secondary curriculum and the college curriculum in the main from the older purpose, so that we have a long way to go before we have clarified our ideas, much less have begun to put them into practice in the actual operation of education.

These purposes are accepted in all sorts of combinations and degrees. On the one hand you can find individuals in the field of education who accept the older purpose and will consider nothing else. We find, on the other hand, a few individuals who would accept in its totality what we call the newer purpose and who have thought the thing through and see all of its implications and accept it, but the vast majority of our profession is in between these two. Some have gone a little way, some somewhat farther; the majority, of course, have gone about half way, and we have a confusion of ideas.

I have been reading, the last three or four days, the Fifth Yearbook of the Department of Superintendence, which deals with the junior high school curriculum. I am finding it a very stimulating document because it exhibits this confusion of valuations. One individual is writing out of the old conception of pur-

poses, another individual has the old with a touch of the new, a third has a combination of the two about half and half, and so it goes. We have simply a confusion of tongues in that Fifth Yearbook relative to the curriculum, and it can't be used for safe guidance except as one can distinguish the sort of purposes that are actually voicing themselves there.

I might say, with reference to this report of your Commission on the Secondary School Curriculum, that I should classify it as emanating in the main from the newer conception of education. In its vocabulary, in its turn of thought, you can see that it is influenced all the time by habits of mind which have grown up through many years of holding to the old purposes, but it represents the clearest statement in the secondary field, I am sure at the present, of the newer purpose; it represents a tremendous advance over anything that we have previously had presented, it is quite certain, I mean a tremendous advance toward what I call the newer purpose. That may not be an advance, it will not be; it is not an advance in the judgment of a good many of those present.

How rapid should our conception of purposes change? Well, those who say there should be no change will say that it should be very slow, and those who would go all the way would say that we should take conditions as they are and change those conditions as rapidly as they will permit. That does not mean the greatest possible speed because administrative conditions can be changed only relatively slowly.

There are many individuals, I have noted in my discussion, who will admit the need of modification of objectives, that is a widening of our objectives, and yet they say that we have so many

administrative obstacles which are fixed and permanent and unchangeable, and therefore nothing can be done. They take refuge behind these administrative obstacles, and they find in them an excuse for inaction. They talk about the practical as synonymous with the existent as though the labor for improvement were not practical.

In a scientific age, what is the practical thing in connection with this matter? Let me present the matter rather baldly. Suppose we can do the wrong thing very skillfully and we have all the machinery for doing the wrong skillfully. We can do the right thing in only a clumsy way, we lack the machinery for doing the right thing in a skillful way. Shall we eternally hold to the wrong thing because we can do it skillfully, or shall we do the right thing in the best way that we can, trusting that in the course of time we can come to be skillful in doing the right thing? And at the same time we can develop the necessary machinery and procedures for doing the right thing.

Science, all science presents us with counsels of perfection. Science tells us what we ought to do, and we cannot always follow the dictates of science in all of its aspects, but it tells us what we ought to do. It seems that the practical thing is to find out what human science or the science of human behavior and human welfare is at the present time, dictating and following that science as fully as conditions will permit.

It seems to me that that is just as practical as the policy of inaction because the work is difficult.

I should like to refer very briefly again to the other side of this matter. I said that the unrest is due to changing purposes and to changing methods. Let me refer to the changing method which is

developing in the field of education. It is just as noticeable in this report as the change of purpose. Let me discuss the matter upon the basis of a concrete aspect of the work. This report places first, health; the cardinal principles of education put first, health. Herbert Spencer as he gave his objectives sixty years ago had at the top of the list, health. So what is the curriculum that should be developed for this matter of health training? How is it to be managed? I take this illustration because I think it illustrates most clearly the plan toward which we are moving in all of the lines, and it does it rather simply.

In certain schools that I might mention (I think of Cleveland Heights and Detroit and St. Louis and others), nowadays we are coming to look upon health training as a twenty-four hour affair of human living on the part of the children. I asked the Medical Director over at Cleveland Heights how he managed the matter of health training and he said, "We assume that the health of the children results from twenty-four hours of living. We try to influence the quality of the physical living of these children during the time that they are at school, during the time that they are at home, and wherever they may be within this community. It is a matter of right living in the community."

He did say that at the school they tried to give the ideas, the directions, the suggestions as to what the children should do by way of maintenance of health. Then it was in the practice of those things for twenty-four hours in the day that the training actually was resulting.

We say that civilization is a system of activities, and training one in the performance of these activities is simply practicing them, giving him practice in

the performance of these activities. He performs the activities wherever he may be throughout the entire day and week.

Let me put the matter in this sort of fashion; it will help you understand what I have in mind. A day consists of twenty-four hours. The pupil is in school for six hours. The six hours in school has for its purpose training him rightly to hold to good health standards during the eighteen hours which he is outside of school. He is in school thirty hours out of each 168 which constitute the week. The thirty hours in the school for the week is to help him to hold to the high grade standards of high grade living during the 138 hours when he is outside of school. Education is preparation for life, but it is life this evening, life tomorrow, life this week-end, life this vacation for which we are preparing.

Pupils are in school for 1,000 hours per year; the year consists of 9,000 hours. We say that the 1,000 hours in school this year are for the purpose of preparing the individual to hold to high grade living during the 8,000 hours when he is out of the school.

We are coming to say that the purpose of education is to project its influence outward into the human living of juveniles and adults, and it is through this continuity of human living that they get their education. In other words, we do a thing within the school which is to provide a momentum to high grade living, a momentum which is to continue outside of school, and which is to continue throughout life.

Within this momentum there is the preparation for life near and remote, and apparently within this momentum to high grade living is the only education that can be of any particular value as the pre-

paration for life, whether it be the life near or the life that is more remote.

I referred to health as an illustration. I didn't dwell upon it very much. But note a few characteristics. The health activities to be performed by different individuals will differ according to their natures and their situations and the standard of living of their families. There can be no such thing as a uniform curriculum in health training for the individuals of a school.

There can be no such thing as a standardization of units, as quantitative standards relative to the health training. We can have what this Commission calls qualitative standards but we can't have applicable to all of the pupils uniform quantitative standards. I notice that the Commission has said, "We can set up the qualitative standards but we are going to postpone the quantitative until after the qualitative have been decided upon."

I predict that they are going to find themselves in difficulty when they attempt the quantitative standards, because of the infinite diversity of human nature and human situations.

In the matter of home activities we are coming to say that the training should take place at home. I am thinking of cooking, sewing, gardening, work on the motor car, and so on, that the activities involved in worthy home membership are at home, in connection with the home. There the practicing is taken care of, and this practice needs to be that continuous sort, beginning early, continuing through the secondary period. It is not a matter of units at school. A boy or a girl coming from one family in one sort of situation, with one sort of standard of living needs a quite different sort of preparation for his home activity from what another

individual needs for his home activity. We are coming to think that the activities entering in the twenty-four hour normal living are those that confer education; the school provides a supplementary influence. It provides for the preliminary evaluations, certain provisions, certain advice, possibly certain prodding and compulsion that youth seems to require in order that it may engage sufficiently in high grade living.

Take the matter of reading. I am much interested in the report of the Committee on English on the side of literature. It seems to me to be an excellent report. One of the most vital of human activities which needs to be taken care of in our curriculum is the activity of vision, the activity of looking out upon and into human affairs, human nature, human institutions, near and far.

While we do this directly in some measure, we do it very largely through reading. This Commission lays out a series of readings which are to enable the individual to perform more or less continuously for a number of years these activities of vision, relative to human affairs in this country, in foreign countries, in the present, in the past, in the vocational field, in the civic field, in other fields.

Our problem appears to be something like this: for right education, young people need more or less continuously to perform this activity of reading throughout all their adolescent years. Reading is essentially an individual occupation; it belongs at home. Not all homes are so situated that the conditions are good, but it belongs in solitude, it does not belong very much at the school. The school provides an unfavorable environment for this activity. But as the activity is carried on at home under favorable conditions, in

chief measure, the school, you see, has a large task in supervising, guiding, stimulating, awakening interest, and so on. The sort of thing that we are referring to here as the school's portion of the task, seems to me must be very large, it must involve the technic which is very, very different from the dull, mechanical teaching of subjects.

I taught algebra for two years in a high school and I know how mechanical it was and how worthless it was to most of those students. I taught Latin for the same two years in the same high school, and I know how worthless that was for developing momentum for human living on the part of that generation of young people.

So our task is essentially a different one from the dosing of individuals with subject matter. It has very little relationship, most of the time, to practice in the arts of high grade living, which is the only thing that can be of any particular consequence in education.

I will have to pass over most of the other illustrations that I would like to present. It seems to me that if we look at the various departments in secondary education we can see how this particular method, this particular plan, which is developing everywhere in the field developing more or less rapidly, applies to every one of the departments.

I would like to refer to the topic just a little that was assigned to me, namely, some principles that are applicable to curriculum making. First let me call attention to the fact that this Committee has enunciated some very vital principles which it seems to me ought to be underscored and set apart as definite statements of guiding principles. I feel that one of the things most needed by high schools and colleges is a definite state-

ment of general principles which can be employed for guidance. The thing that has surprised me so greatly in watching the foundering of university committees has been the fact that they worked out any definite statement of guiding principles, and likewise with high school committees. As I have tried to work with high school curriculum committees, they got impatient when we would discuss an attempt to develop guiding principles. They said, "Oh, let us get our curriculum done, let's make the syllabus of history and algebra and science. Let's make out this syllabus so it can be printed. Then after we have got that done we can take care of these ornamental things of guidance and principles."

That attitude represents the general attitude.

But this Commission has stated certain principles, and I am going to read seven or eight of them as being, in my judgment, vital. One is this: "Qualitative values must receive detailed consideration before the question of quantity can be intelligently considered."

That is a most significant statement. We are nowadays quantitative minded. We feel that to make a thing scientific it must be quantitative. We know, of course, the place of accuracy in scientific work, but it is quite certain that we can't develop quantitative accuracy relating to a thing until we know what the thing is, at least concerning which we are to be quantitatively accurate. It seems to me to be vanity and loss of time and money, this attempt to develop quantitative standards before we know what we ought to standardize.

We do not know, no one knows in sufficient detail yet, what the curriculum is in which we can standardize units or amounts of time or lengths of courses or

anything else. I am stating these matters with sufficient dogmatism, perhaps, because of the brevity with which we must spend the time.

Really no one can be dogmatic in this field. I never prepare a lecture on this topic until about an hour before the lecture is to be delivered. Things are changing so rapidly and things are so uncertain that there is always the possibility that I may change my mind before the time arrives.

The second principle: "The only way the amount of work necessary to accomplish the qualitative objectives can be determined is by careful experimentation in classroom procedure by different people under varying conditions."

That is obvious. Third: "Secondary curricula need a thorough reorganization, not merely a patching up here and there." That I think we need to take to heart. "Secondary curricula need a *thorough* reorganization, not merely a patching up here and there."

Fourth: "All high school pupils possess certain common or similar needs."

In most discussion of the curricula upon the level of the high school and the college, there is the specialization obsession, and it is customary to think in terms of the differentiation first, and the common element is the disturbing factor that we have to take care of in some way but we wish it weren't there.

This Commission has placed the common element first in its list.

Fifth principle: "High school pupils also possess certain differentiated needs." There is a place for differentiation, but it comes late when it is vocational, and it continues all the way along the line when it is due to differences in native capacity.

A sixth principle: "A clear determina-

tion of objectives is always fundamental in the process of curriculum making."

But we have not yet determined how these objectives are to be located. We don't know the plan of procedure as yet. As a matter of fact, we have not yet decided upon the nature of those objectives.

In what I have tried to state in this hurried way this morning, I feel that the objectives must be different for every individual. High grade living can only be different in the case of each individual. The children can't live in the same homes they can't have the same problems confronting them.

Whenever our objectives are simply high grade leisure occupations, high grade performance of home activity, high grade care of one's health continuously, month in and month out, high grade reading, and so on, and so on whenever our objectives come to that sort of thing, you can see that they are very, very different from the ordinary conception of objectives. But we have a tremendous problem in determining what they are.

By the way, I have some principles that I will take home with me. (Laughter)

As a final statement, let me refer to the place where we are going to discover our objectives. You have heard a great deal about activity analysis and job analysis and other vanity in vexation of spirit.

In this matter of health suppose the curriculum is simply practicing the activities which are involved in a proper health care. What shall these activities be relative to a given individual? The activities dictated by health science. What he shall do is dictated by health science as applied to his particular nature and situation. In health science we discover the health curriculum.

What are the activities that will make one a proficient gardener? We have a large amount of gardening science, and this gardening science dictates the things that one must be if he would become proficient in gardening. Gardening science will dictate the curriculum of activities that will make him proficient in this field. Likewise cooking, likewise sentence construction.

In the field of language there is science, there are laws as to what constitutes high grade language procedure. This linguistic science dictates the activities, and therefore dictates the curriculum in language. So let us leave aside our job analysis and securing of opinions. Let us discover the science of human behavior as it applies to every field of human conduct; the science of human behavior, in so far as we can assemble it, will dictate the curriculum, and that alone.

Special Railway Rates

Special railway rates to the Annual Meeting in Chicago in March have been secured. More particulars will appear in the March issue.

Traveling in New Educational Territory

By A. E. MORGAN, ANTIOCH COLLEGE, OHIO.

I should like to talk to you in various ways about the college that I happen to be interested in. There are two kinds of research work we are carrying on there. One is the usual sort that we find in every college that is alive. We are trying out various methods of college administration. For instance, we are working out some programs of self-directed study. For the past five years we have had what we call our autonomous courses in which students, especially in the upper classes, have had opportunity to explore for themselves, and, given a syllabus and facilities for a course, to come back to the head of the department only when they were in trouble.

There were two reasons for that experiment. One was that we hoped we might develop the habit of self-directed effort as it is not always developed in formal classroom work. There was another reason that is of interest to small institutions. The small college has its advantages; it also has its defects. One of its prime defects is that when a student appears who has special interest, who wants to follow some field, who wants to go in some field further than the routine courses of the college will allow him, there is no opportunity.

In these autonomous courses at Antioch, who have found a very decided opportunity to spread the range of the small college without interfering with the efficiency of its work.

For months past we have been planning on an extension of this self-directed study program. Beginning next fall, we

will have the four upper classes at Antioch (I might interpolate to say that our program is six years after high school instead of the conventional four years) working in a very large degree in the manner of self-directed study, because we feel, as a result of our experience so far, that the most substantial education is that which has had initiative as its spur rather than classroom recitations.

There are many other or a considerable number of other elements of research that we have carried on that are of interest. We have been working out programs for sectionizing our classes in various fields, so that those of equal ability should work together, and we have some interesting results. For instance, in freshman mathematics we find that the upper section of that group is doing four times as much work in a year as the bottom section.

We are having some interesting developments in relation to subject matter of various courses to the uses that will be made of them. For instance, in a field like that of chemistry, we have some students taking courses in chemistry for their cultural value as part of a liberal education. We have other students following courses in that same subject as part of a technical training. We have found it to be very much worth while to make different treatment for the different purposes in the same field.

That has been a thorough success.

We are trying to find ways to stimulate an interest in the quality of work as

well as the quantity, and we have worked out devices in Antioch whereby the quality of the student's work will count toward his graduation as surely as the quantity. If he has a consistent record of high standing, a smaller number of courses will be demanded of him than if his standing is below excellence.

If he is in the upper five per cent of his class as standings have run heretofore, he can cut off between fifteen and twenty per cent of the time necessary to go to college by getting credit for excellence rather than for quantity.

We are working out programs for comprehensive examinations at the end of the entire college course. We are working out methods of faculty representation in college government. That development is of such importance that our college faculty today is determining almost every element of college government. Our trustees simply stand in the background, ready to take the reins over if things are not well handled.

I would like to go into detail as to these research problems, but I think what you would rather hear about is the general thesis on which we are working at Antioch, the reasons for our existence.

As I have told my friends many times, there are 500 or 600 colleges and universities in America. We have asked for their support, not for the sake of making 501 or 601. We have asked for their support because we are undertaking another kind of research at Antioch, not a research in the details of college administration, but a research into the underlying purpose of higher education, not a modest undertaking, you will admit.

I think we do well, sometimes, to try to get outside the job and to look at it objectively. It is an almost universal trait

of human nature that we get so interested in some job, in the thing that is demanding our immediate attention, that we fail to orient ourselves with the ultimate purposes of our work.

In my engineering practices, when I have a great project on hand, we may have spent hundreds of thousands of dollars and worked years in preparing the plans for that job, but while it is under construction I find it one of the most difficult things to do, and the most necessary, to keep all the men on that job aware of the value and the purpose of the job as a whole.

Some time ago, in carrying through a job that cost a good many millions of dollars, we had put about \$10,000,000 into a factor of safety there, into security that was beyond what might have been required, and it was desirable that that factor of safety should be uniform and consistent. Yet over and over and over again, I found our engineers, in their attention to the details, willing to save \$5,000 or \$10,000 at the cost of that factor of safety that had cost us \$10,000,000. It is necessary, if our job is going to be well done, that all the time we keep in mind the main whole purpose, and that we see that every detail of that job is related to that main purpose. If we do not do that, we get into trouble, and it is failure to do that that is the bane of human institutions, educational and otherwise.

Our civilization is not transmitted from generation to generation by any mysterious means. The arts, the customs, the judgments, the knowledges that you and I have did not come to us by telepathy. We somehow think of being civilized because we are that kind of people, and it is not so. The reason you and I and our neighbors have the skill and the manners and the beliefs and the arts that

we have is because every single item of that culture was specifically transmitted by definite contact of those who had it with those who were to acquire it. There is no part of our civilization of which that is not true. I think we do well to realize that clearly.

In the history of education we have commonly assumed that there are certain parts of the development of personality, certain elements in the development of personality, that need nurture, that need culture, that need orderly presentation, and we have made institutions for carrying over those particular elements. We have tended to assume that the rest of civilization would take care of itself, that there were only certain elements of personal development that needed attention.

Historically, practically all of our institutions originated from a sound sense of values. The universities of Europe originated at a time, I think, when illiteracy was common in Europe, when the ordinary arts and practices of life maintained themselves satisfactorily and safely, but when classical knowledge, when knowledge of the arts and the sciences and the philosophy of ages gone was in danger of disappearing for the lack of any communicating medium, and there arose a great fervor among scholars that that great loss should not take place, and the classical college and university is an institution that is dedicated to keeping alive that lamp of human culture. It had a specific job to do. It did it so well that it not only kept alive that spark, but it raised the standard, the formulated standard of excellence which held that only those values were worth while in an educational institution.

For a century or more in America those standards prevailed, the standards

that excellence lay in the past and that the chief value of education was to transmit that body of classical culture from one generation to another.

About 100 years ago, some practical minded men in this country became of the opinion that classical learning was not all that was necessary, that the ordinary hit and miss apprenticeship to practical life was not sufficient to carry over the practical arts, and out of that conclusion grew our great technical institutions. Our civilization today is very largely the outgrowth of those institutions. If you would take away from Chicago today the product of our technical schools in the last hundred years, the city would collapse, and largely our civilization with it. But the men who organized and who developed those technical institutions made the same mistake as the others in their classical colleges and universities; they made this mistake in thinking that the rest of life would take care of itself and that all they needed to attend to was the perpetuation of technical skill and learning.

You have here in America two traditions of education traveling side by side. I could take you, for instance, to one of our great universities where those traditions are living without much communication. I could take you to the Arts College of that university where practically every item of education from the time one enters as a freshman until he leaves as a senior is concerned with the transmission of cultural values, where there is no suggestion that there is practical work to be done in the world. I could take you to another part of that same institution where practically every item of interest is concerned with the development of technical skill. I could show you entire courses in that institu-

tion where there are practically no electives, and where, outside of one year of English, every course for four years concerns itself with the development or transmission of technical skill. It is rather curious that those two traditions so diverse should be living together under one roof and that the habit of accepting what exists should prevent people from seeing the extreme incongruity of that situation.

Both our liberal colleges and our technical schools have taken their fairly narrow tradition of interest, and both of them have assumed that the rest of life could take care of itself, that the transmission of other traits of personality, of other qualities, was a matter of small or of no concern, and yet it is not simply a part of our cultural inheritance that passes over in generation to generation by intimate contact; it is the whole of it, every part of it.

The traits of character that have made our country what it is are no exception. We speak of American ingenuity. We speak of American initiative. We speak of good old Yankee judgment. When we speak of those we commonly think that in some way or other, if a boy or a girl is born in a family that has those qualities, he or she will, by some biological inheritance, develop them. Yet I think that is not true. The qualities of judgment, the qualities of initiative, even qualities of originality, are largely taken over by imitation and by adoption. I think that is true even of originality, I say. The original man, as a rule, is the man whose ability to see things new was inspired by contact.

Take the case, for instance, of Agassiz who came upon the American scene in education when practically the whole of education was learning from the book.

Agassiz' dictum was, study the thing and not the book. All over America the pupils of Agassiz' pupils (his own pupils are practically dead except David Starr Jordan) have reproduced and are following out the original channels of investigation. Even originality arises largely by imitation and by contact of the immature mind with the mature mind.

Our educational institutions have not been very successful in transmitting some of these informal qualities and traits of character. The business of education in America is not identical with its historical use in Europe. The European university had as its aim the training of special classes of men, training doctors, lawyers and students. The American college sees a larger picture; its aim is to raise the standard of the whole of the American people, or of that part of it that has the mental equipment to receive the advantages that are offered.

We sometimes are discouraged over the American college and university. We feel that a bad job is being done. That criticism is keenest among the educators themselves. I think it is keenest among those whose education has developed in them capacity for discrimination. If there were no colleges we would be satisfied with any. It is the very excellence of the college job in America that has created a demand for still greater excellence, and that is the basis of our dissatisfaction.

I think that the job that is being done in the American college is one of the greatest conquests of ignorance that the world has seen, and that we can be very much encouraged with our results, faulty though they are.

Yet there is room for improvement, and the chief improvement we need to make in the course of American educa-

tion is this: That we need to keep before us always a sense of relative values, that we need to keep things in proportion. The habit of giving all the attention to some phase of human development, whether it is cultural development, whether it is technical development, whether it is athletic development, and the habit of losing our perspective and losing our proportion is our chief defect. It is to the correction of that defect that Antioch has dedicated itself.

If I could outline just briefly how we are undertaking to do that, it may be better than any abstract statement. We are trying to see what are the dominant values of personality, to see what qualities actually count in the development and in the living of life, and then we are trying to assemble together in one orderly curriculum, the various factors of personal development in the proportion of their value.

To begin with, we take a liberal education, and no one can graduate from Antioch who wants simply a technical training. Our engineers, our people in business administration, our students in education, our students in journalism, in whatever field they may work, give about half of their total schoolroom time to cultural interests, and there we have departed from the usual habit of the liberal college. We do not have a major and a minor and then leave the students unfamiliar with wide range of human interest. We ask for a substantial introduction to all of the main significant fields of human interest. We ask for a substantial introduction to all those. For instance, every student must have at least five years of college science at Antioch. He must have some chemistry, some physics, some biology, some psychology, some geology, a knowledge of the world he

lives in; he must have that because in the last hundred years there has been a tremendous developing of significant knowledge about the world we live in, a development that is so significant that it affects even our ideas of the value of life and the meaning of life, and it is necessary that the college shall be the medium of the transmission of that accumulative knowledge to the people as a whole.

Those courses are also desirable because they develop the habit of the scientific method, they develop the inquiring mind. We feel that we have introduced those courses because they should be part of the universal equipment of men and women, regardless of the field in which they may work.

Similarly, we bring in elements of history and of economics. Every student at Antioch must have at least four years of history and of economics. Every student must have a good deal of English and of literature. Every student must have two years of philosophy. Every student must have certain other courses which are seldom found in college curricula, because we feel that they have universal value. For instance, an introduction to esthetic values is a part of every student's curriculum.

I would like to describe in general our work in that field. There is an introduction to simple personal economics, the handling of one's personal affairs, and the budgeting of his income. That may not sound like a cultural course, and yet it affects so universally our men and women that it seems well that it should be a part of everyone's equipment.

I will not go further into a discussion of our liberal courses, except to say that what we have tried to do is to select out of the enormous mass of cultural values,

those which are most universal, those which are most significant, those which are most generally valuable and useful in the life of the average man or woman, and to present them as part of the general educational equipment.

Then we combine those liberal courses with training for the special interests of our students. We call them fields of concentration. Every student must spend at least a third of his time in some field of concentration which is of his own choice. It may be in the scientific research; it may be in journalism; it may be in education or business administration or engineering or in other fields, but in some field of his choice he must give at least a third of his time.

We have made this departure from common practice, that instead of having our undergraduate years during which a student is concerned only with cultural values, and then the graduate years when he comes down to the practical business of life, as he thinks, we are making one synthetic program of them all. In business administration, for instance, there are elements of that program that can come very well in the earlier years. In the liberal or cultural elements there are interests that can only be properly presented in the later years, such as an adequate treatment of economics or an introduction to philosophy, that commonly come in their right place to the more mature mind.

By integrating these two lines of endeavor, we can follow more normally the natural, normal development of young people's minds than if we put one after the other, and drew a sharp line across the course where from now on we have practical interests rather than cultural. I think that integration is a significant contribution to American education.

Then there is another element of our program that is more spectacular and is often looked at by the public. In the development of character and personality, certain values can be transmitted best by formal education, but there are other values that can only be secured by living them, and living them in the presence of those who have the qualities we want. We work out the opportunity for that at Antioch by having our students spend part of the time at the college in their academic work and part of the time in practical affairs outside.

We did not originate that device. We scarcely originated anything at Antioch in detail. We are more synthesizers of methods than originators. In that part-time work we have our students spend five weeks, alternating with five weeks at college.

At Antioch today you find half the students in attendance; the other half are scattered over about fifteen states in about 150 different firms or institutions. There is great difference in the educational value of the experiences people can have. There is great difference in the quality of our cultural inheritance. It is not only the values of life that are transmitted, but the evils as well. Prejudice, short sight, inefficiency, are transmitted just as surely as judgment and poise and initiative and responsibility.

So it is of very great importance where and how our students spend that part-time at their work. We hunted all over eastern America to find institutions that would be most significant in the lives of our students. In education, for instance, we are finding here and there a secondary school or an elementary school that is blazing the trail in American education, and there we place these part-time students to live behind men and women of

unusual ability. We have some of them around Chicago, up at Winnetka. Whenever we find a special keenness in educational development, there we try to place our students. We are doing the same thing in other fields of endeavor, so that they are actually having experience, not in the average institution, but in those institutions which are most significant and which ought, if possible, to determine the future of the temper of American life.

The value of that work is not limited to any one phase. Our students profit by it first because they have to be responsible on a real job. We tell them that as they go out on these jobs they are Antioch; if the student fails, Antioch fails. We are developing a temper and a tone there which makes it just about as unpopular to fail on the job as it would be to quit in a football game. We are having a very high degree of responsibility developed in the real work of the world.

Then our students are becoming acquainted with the reality, with the difference between theory and reality. They are taking hold of practical jobs and finding that the theory never quite got into the books. They are getting a habit of sound appraisals; they are working behind men of good judgment, and they are seeing how decisions are made, what factors enter into appraisals, and are picking up those qualities by actual experience. They are having a good deal of help in the way of vocational guidance. The personnel department of Antioch, which consists of about a half dozen people who are giving almost their whole time to advising our students, are helping the student here and there to try himself or herself out in practical affairs; every time a student comes back from

one of these five weeks' working periods, the student, his faculty advisor and a member of the personnel department sit down together for what we call a three-cornered conference to talk over his hopes, his plans, his ability and his needs. Little by little these students are finding there what, in the vocations, is not blundered upon.

Over three-quarters of the students who come to Antioch change their vocational aims after they arrive. They guessed what they wanted to do. After some years of experience they begin to have more than a guess; they begin to have a well based judgment.

Dean Hawkes of Columbia College said recently that it took the average graduate of Columbia College about ten years to find himself in his life's work. I believe we can very materially reduce that period of blundering and feeling about, and I believe we are doing it.

Then toward the latter years there is actual training in the calling in which he is to live. Toward the end of his period there is generally a settlement of the student in the actual firm where he is going to work. Of the students that we have graduated, except those that went on to higher institutions for graduate work, over half are already at the time of graduation settled in institutions where they think they have found not only a field to work in, but an institution to work in. So we are to a very considerable extent untangling this vocational problem for individual students.

All through this program at Antioch there is no one purpose that must dominate over others. The underlying spirit, the dominant purpose all the way through, is to keep life in perspective, to render unto Caesar the things that are Caesar's and unto God the things that are

God's, to give culture its place, to give practical adjustment to life its place, to give theory its place, and to give practice its place, and to keep these various elements so that no one of them has run away with the other.

I think if you would visit Antioch, you would find this to be true, that the striking change in the characters of these young people has been a broadening of their cultural interests. Young people come to college thinking that their interests are inborn, whereas as a matter of fact most of our interests are the result of environment. A student says, "I cannot be interested in that subject," or "This subject is foreign to me," or "My family never could get mathematics," and so forth, and we find, as a matter of

fact, that most of these ideas are unfounded, that you can introduce almost any normal, intelligent young person to almost any field of interest, and by breaking down the barriers of his fears and his inhibitions you can give him a versatility of interest that he never dreamed he could get.

So what we are working at all the way along is symmetry and proportion. Symmetry and proportion are the very essence of excellence, and I believe that it should be the passion of the college man all the way through to keep life in perspective, to see that the interests he is pursuing are in proportion to their value, and that he does not give the burden of his attention in one direction and leave significant elements of life untouched.

Earlier Numbers of the Quarterly

This office has on hand a few copies of each of the previous issues of the QUARTERLY. These can be had at the price of \$.75 each.

The Second Half Decade of the Association's History, 1900 - 1905

CALVIN O. DAVIS, UNIVERSITY OF MICHIGAN

With but three exceptions all annual meetings of the North Central Association since its establishment have been held in Chicago or its suburbs. The meeting of March, 1900, was one of these exceptions. That year the Association met in St. Louis, Missouri.

In 1902 the Association meeting was back again in Chicago, but in 1903 was held in Cleveland, Ohio. Chicago thereafter had an uninterrupted hold on the sessions until 1916, when the experiment of journeying to St. Louis was again tried. Since that date there has apparently been little disposition to meet elsewhere than in Chicago.

The presidents of the Association during the second half decade of its existence were as follows:

1900-1901, George B. Aiton, State Inspector of High Schools, Minnesota.

1901-1902, W. S. Chaplin, Chancellor of Washington University, St. Louis.

1902-1903, George N. Carman, Director of Lewis Institute, Chicago.

1903-1904, Andrew S. Draper, President of the University of Illinois, Urbana.

1904-1905, F. L. Bliss, Principal, Detroit University School, Detroit.

Here is observed at work a policy that, with rare exceptions, has never been broken by the Association, namely, the selection of its presiding officer, alternately by years, from representatives of the colleges and universities and the representatives of the secondary schools.

During this same period of five years, that is between March, 1900, and March, 1905, the secretaries of the Association were:

1900-1902, F. N. Scott, Professor in the University of Michigan.

1902-1905, J. V. Denney, Professor in Ohio State University (Continuing on until March, 1906).

Meantime George N. Carman, Director of Lewis Institute, Chicago, continued to act as treasurer until March, 1901, when he was succeeded by J. E. Armstrong, Principal of Englewood High School, Chicago. Mr. Carman had served in the position since the organization of the society in 1895, and Mr. Armstrong was destined to hold the office for a period of thirteen years, or until March, 1914.

The official roster of individual members exhibits a number of new elections made during the five year period under consideration. It is possible some of the individuals thus honored had actually been in attendance at the meetings previous to the dates of their election as members. It is hardly probable that many of them had. Among these new names are:

May W. Sewell, '00, Indianapolis, Ind.
Sabra L. Sargent, '00, Lake Forest, Ill.
E. Louis Soldan, '00, St. Louis Mo.
John H. MacCracken, '00, Fulton, Mo.

Stanley Coulter, '01, Lafayette, Ind.

C. N. Kendall, '01, Indianapolis, Ind.

Charles S. Howe, '02, Cleveland, Ohio.
 T. F. Moran, '02, Lafayette, Ind.
 Jos. V. Denney, '03, Columbus, Ohio
 W. W. Boyd, '03, Columbus, Ohio
 A. S. Whitney, '03, Ann Arbor, Mich.
 Delos Fall, '03, Lansing, Mich.
 R. E. Hieronymus, '03, Eureka, Ill.
 A. W. Tressler, '03, Madison, Wis.
 Ben Blewett, '03, St. Louis, Mo.
 J. F. Brown, '03, Iowa City, Ia.
 H. A. Hollister, '03, Urbana, Ill.
 D. R. Major, '04, Columbus, Ohio
 E. G. Cooley, '04, Chicago, Ill.
 A. R. Hill, '04, Columbia, Mo.
 J. W. Crabtree, '04, Lincoln, Neb.

Other individuals who during this period began to take an active part in North Central Association matters, but who held institutional memberships rather than individual memberships are (among others) the following:

J. E. Armstrong, Englewood High School, Chicago.

George W. Benton, Shortridge High School, Indianapolis.

J. S. Brown, Township High School, Joliet, Ill.

Wm. J. S. Bryan, Central High School, St. Louis.

B. F. Buch, Lake View High School, Chicago.

H. V. Church, J. S. Morton High School, Cicero, Ill.

J. D. Elliff, University of Missouri, Columbia.

F. M. Giles, Township High School, DeKalb, Ill.

S. O. Hartwell, Central High School, Kalamazoo, Mich.

A. E. Jack, Lake Forest College, Ill.

J. R. Kirk, Kirksville, Mo.

Harry Keeler, Englewood High School, Chicago.

G. H. Locke, University of Chicago.

T. W. Nadal, Olivet College, Mich.

F. B. Pearson, East High School, Columbus.

F. N. Scott, University of Michigan, Ann Arbor.

Ellen Sabin, Milwaukee-Downer College, Milwaukee.

H. H. Seerley, State Normal School, Cedar Falls.

G. R. Twiss, Central High School, Cleveland.

One other most faithful attendant at the North Central Association meetings has been Mrs. W. J. S. Bryan of St. Louis, Mo. Her name appears as a registrant in the meetings of 1902 and, with possibly a single exception, ever since that date down to and including 1927.

Each of the five years included in the periods under analysis saw a gradual increase in the number of membership institutions. For the five year period the complete list stood as follows:

State	Year 1900				Total
	Higher Institutions	Secondary Schools	Individual Members		
Ohio	6	8	3		17
Michigan	2	6	2		10
Indiana	2	4	6		12
Illinois	6	22	11		39
Wisconsin	3	5	3		11
Minnesota	1	1	3		5
Iowa	3	1	0		4
Missouri	5	5	3		13
Nebraska	1	0	0		1
Kansas	1	0	1		2
Colorado	2	1	0		3
Total	32	53	32		117

A scrutiny of these two tables shows a growth of but six institutions within the five year period. Indeed the total

Year 1904

State	Higher Institu- tions	Secon- dary Schools	Individual Mem- bers	Total
Ohio	7	14	4	25
Michigan	2	5	6	13
Indiana	2	5	9	16
Illinois	5	20	15	40
Wisconsin	4	3	3	10
Minnesota	0	2	1	3
Iowa	3	1	1	5
Missouri	5	7	5	17
Nebraska	1	0	1	2
Kansas	1	0	1	2
Colorado	2	1	0	3
Oklahoma	1	0	0	1
Total	33	58	46	137

number of membership schools and colleges at the end of the first decade of the Association's existence was but nine greater than it was at the time of first annual meeting. Neither had the number of states represented increased much, ten having sent delegates in 1895 and twelve having done so in 1904. It is however to be observed that the secondary schools continue to outnumber the institutions of higher learning in the ratio of 5:3. To offset this preponderance the *individual members* listed in 1900, be elected somewhat more often from college and university ranks than from the secondary school ranks. Thus, of the *individual members* listed in 1900, twenty of the thirty-two were college and university men and women, while five others were presidents or deans of normal schools, polytechnic schools, or collegiate institutes. In 1904, only eight of the forty-six individual members can be said strictly to represent the secondary schools, although it is true that seven others were state or university high

school inspectors. Indeed, by 1904 the high school inspectors had begun to yield a powerful influence, as a unit, in North Central Association matters. The organization of them into a board of inspectors will be discussed later in this chapter.

Of course the list of members appearing in the official Proceedings of the Association do not at all constitute the entire body of individuals attending the various meetings. Then, as now, all meetings were open to the public, and goodly numbers of school and college men throughout the country made it a point of attending one or all sessions.

It would be tedious to attempt to discuss, meeting by meeting, the procedures that were followed in the Association. As a rule, the sessions extended over two days—usually Friday and Saturday—and consisted of:

An address of welcome

The president's address

Seven or more papers or addresses relating to vital educational problems

Free discussions

Incidental business.

The formal papers presented during the five year period here being discussed were as follows:

1900

1. The Influence of the State University on the Public Schools. (President R. H. Jesse.)

2. What Modification of Admission Requirements are Necessary?

a. To Colleges and University. (President H. W. Rogers)

b. To Secondary Schools. (President H. I. Fuller).

3. Educational Retrospect of the Nineteenth Century. (President C. F. Thwing)

4. Defects in the Teaching of the English Language.

a. In Secondary Schools. (Mrs. M. W. Sewall)

b. In Colleges. (Professor D. K. Dodge)

5. Recent Changes in the School System of St. Louis. (Supt. F. L. Soldan)

1901

1. What Determines Fitness for Entrance to College? (Prof. A. R. Hill)

2. The Desirability of so Federating the North Central Colleges and Universities as to Secure Essentially Uniform or at Least Equivalent Entrance Requirements. (Dean S. A. Forbes)

3. The Problem of Harmonizing State Inspection by Numerous Colleges so as to Avoid Duplication of Work and Secure the Greatest Efficiency. (Inspector A. S. Whitney)

4. The Services that Inspection Should be Expected to Render the School and the Community. (President J. R. Kirk)

5. College Entrance Requirements in English. (Professor F. N. Scott)

6. Should Industrial and Literary Schools be Combined or Encouraged to Separate? (Dean E. A. Birge)

7. Electives in Secondary Schools. (President J. H. Baker)

1902

1. Education and Success. (President W. S. Chaplin)

2. The High School Problem. (Professor C. M. Woodward)

3. The College Problem in Education. (President N. M. Butler)

4. Shall the State Restrict the Use of the Terms "College" and "University?" (President A. S. Draper)

5. Should the Use of the Terms University, College, and School be Limited by Law? (Professor D. P. Allen)

6. The Uses of Football. (Professor A. A. Stagg)

7. The Uses and Abuses of Interscholastic Athletics. (Principal J. E. Armstrong)

1903

1. The Object and Work of the Association. (Director G. N. Carman)

2. The Influence of Higher Commercial Education upon the Curriculum of the High School. (Professor H. C. Adams)

3. American University Tendencies. (President D. S. Jordan)

4. The Secondary Situation. (Principal H. Keller)

5. Regulation of Athletics in College—What Next? (Professor C. A. Waldo)

6. The New Departure or Revolution in Methods. (Dean C. M. Woodward)

7. Regulation in Missouri and Adjacent Territory. (Director C. W. Hetherington)

1904

1. Government in American Universities. (President A. S. Draper)

2. The Advisability of Giving Credit for Work Done Outside of the Regular Courses. (President H. H. Seerley)

3. European Problems as Affected by Technical Teaching. (President W. F. Slocum)

4. The Moral Responsibility of the College. (President H. C. King)

It would, of course, be interesting to review—even in brief—some or all of these papers. Time and space will not permit. They can be found entire or in abstract form in the various issues of the Proceedings for the years given. Suffice it to say that almost every paper called forth much discussion from other members of the Association and resulted, often, in the formulation and

passage of a set of resolutions embodying the judgments of the Association as a whole.

It is, however, very apparent from the procedures of the Association during the second five years that the purposes and interests of the Association were steadily shifting ground. In the earliest days the Association was concerned with the strictly practical controversies that bothered colleges and secondary schools; in the early part of the second period of five years academic questions of rather remote and general import often were discussed; but toward the end of the first decade of its history the Association gave evidence of converting itself into a working organization, taking to itself the task of establishing specific educational reforms and of developing new types of school administration designed to facilitate these reforms. This new undertaking was fostered by what later became known as the Board of Inspectors. A somewhat detailed account of its organization and work seems to be warranted.

The idea of admitting students to college on some other basis than by a personal examination conducted at the seat of the institution to be entered was first put into practice at the University of Michigan in 1871. At that time, on the recommendation of President James B. Angell, the experiment was made of sending out one or two or three university professors whose task it was to visit in person the secondary institution which had candidates desirous of entering the University of Michigan and to examine both the school and the students *while at work*. If the report of the visiting committee was favorable the school was duly *accredited* and graduates thereof were privileged to enter the university without further examination. Merely a certifi-

cate showing the completion of the high school course, and carrying with it the personal recommendation of the principal was sufficient.

The certificate plan of admission to college—at first often called the Michigan plan—was soon adopted by the majority of colleges and universities in the middle west. The lists of the various secondary schools which enjoyed these special privileges were later published, and hence the expressions “accredited lists of schools” and “on the accredited list of schools” came into common use. Great pride and honor was felt by each school thus listed.

For a number of years after 1871 the plan of employing groups of professors to carry on the visits of inspection worked very satisfactorily. However, as the secondary schools increased in number and in size the job of inspection became complicated. In order to visit every school which desired to be visited and to render the professional aid which schools more and more expected the University visitor to render required more time and energy and perhaps training than the typical college professor was capable of rendering, without at least serious interference with his other duties.

Out of this condition developed the idea of having one official inspector of schools who should devote all or the major portion of his time to the single task. In some states, this individual was attached to the state department of public instruction; in other states, he was a representative of the state university; while in some states the state department and the state university shared the responsibilities, each furnishing an inspector.

Probably among the North Central Association states, Missouri was the first one to have a full time inspector of high

schools attached to the university. This was in 1894. However the incumbent of that office does not appear to have had any direct connection with, or relationship to, the North Central Association for several years after this date.

Possibly Minnesota is the first state in the northwest to have a full time high school inspector attached to the state department of public instruction. Certain it is that in 1893 Mr. George B. Aiton began his long term of twenty-one years in that office. It is, too, Mr. Aiton's name which first appears on the rolls of the North Central Association as a "state inspector of high schools." This was in 1897. No other "inspector" is listed among the Association members until 1903, although it is known that certain individuals who devoted much of their time to inspectorial work were in attendance on North Central meetings before that date. These individuals did not, however, become members before then, or else enrolled themselves as "professors" not "inspectors."

In 1903 however five persons were elected as individual members of the Association under the official designation of "High School Inspector" or "High School Visitor." These five men were:

W. W. Boyd of Ohio State University

A. S. Whitney of the University of Michigan

H. A. Hollister of the University of Illinois

A. W. Tressler of the University of Wisconsin

J. F. Brown of the State University of Iowa

George B. Aiton was also present at this meeting (as at other meetings since 1897), as state high school inspector of Minnesota.

Here, therefore, was the nucleus of

the Board of Inspectors—a North Central Association unit which later gave way to the Commission on Secondary Schools and which has exerted powerful influences on education—extending over nearly a quarter of a century.

In order to trace the rise and development of the Board of Inspectors it is necessary to go back a few years and consider some of the discussions held by the Association upon questions which relate directly to its history. In a paper entitled, "The Influence of the State University on the Public Schools," President R. H. Jesse of the University of Missouri had, in the North Central Association meeting of 1900, come out strongly in favor of making the state university, in fact as in name, the real head of the public school system of its commonwealth. To this end, he pleaded for the complete articulation of all parts of the system and consequently for a thoroughly effective plan of inspection carried on by the university.

Following President Jesse's paper Mr. W. J. S. Bryan of St. Louis led the discussion. Mr. Bryan spoke in part as follows:¹

"If we consider the deliberate and intentional influence of state universities, we shall see the fixing of uniform standards, as essential in matters of education as a uniform system of *weights and measures* in commercial transactions. We shall see the determination of the extent of the course of study to be furnished by the high school in different localities, which otherwise would be left to the ignorance or shortsighted narrowness and false economy of district boards. We shall see the improvement of the quality as well as the increase of the quality of

¹Proceedings, 1900, p. 10 ff.

the work by the friendly criticism and suggestion of methods. We shall see the organization of all the members of the system by the articulation of the various parts with the university and so with each other. The practice of admitting to the university on certificate only the pupils who have graduated from approved schools has been a most powerful lever in raising the standard of the work done. If wisely used this discretionary power may be the means of elevating the character of the various high schools and of maintaining the excellence secured. As the agent and living representative of the university we see the High School examiner or visitor, as he is more properly termed, as he moves from township to township and from city to city in his task of ascertaining the condition and wants of the various schools that he may assist in securing the needed equipment and the conditions essential to the accomplishment of the task in hand. He should be quick to discern defects of teaching or environment, ready to sympathize with teachers and pupils, strong to assist, prompt to suggest, kindly, vigilant, resourceful, and withal not lacking in tact. He should be familiar with the best work of the best schools as well as with the poorest work of the weakest, then, as he moves from school to school, he may be the means of carrying the pollen of progress to vitalize the germs of unfruitful or poorer varieties of plants, and thus develop rare beauty of flower and lusciousness of fruit."

In Mr. Bryan's remarks one gets the first suggestion for a system of educational standards comparable to the "uniform system of weights and measures in commercial transactions." Here is the suggestion that some authority (the implication being that if this shall be the

university) shall determine for the high schools their "course of study," shall concern itself with the "improvement of the quality as well as the increase of the quantity of work," and shall see that all members of the system be thoroughly articulated not only with the university but with each other.

In the meeting of 1901 Dean S. A. Forbes of the University of Illinois presented a paper on "The Desirability of so Federating the North Central Colleges and Universities as to Secure Essentially Uniform or at least Equivalent Entrance Requirements." Some of the conspicuously forceful sentences of Dean Forbes' paper are as follows:²

"Things highly differentiated but imperfectly co-ordinated are weak and easily disorganized. They tend to waste their energies by internal friction; to pull themselves in pieces by internal struggle; to succumb piecemeal to unfavorable conditions. And this is as true of a social system as it is of a physiological one. It is as true of an educational system as it is of a political one. It is as true of an association of colleges and secondary schools as it is of an association of ants or bumble-bees. It is a law, not merely of organisms or of groups of organisms, but of organization itself.

"The movement of which this day's discussion of our topic is a part is a movement for the better organization of an educational system in which the differentiating process has far outrun the co-ordinating one, in which the former is still in full swing, indeed, under the exactions of a highly complicated environment, while the latter can scarcely be said as yet to be fairly under way, and has no more efficient agent than volunteer as-

²Proceedings, 1901, p. 12.

sociations like our own. It is high time, it seems to me, that we enter upon this work of organization and co-ordination earnestly and efficiently, for the longer it is postponed the more difficult it will become, and its difficulties are already sufficient to tax the most ingenious and the most experienced."

"The secondary school is now the college preparatory school to so subordinate a degree that it is absurd that the college entrance requirement should continue to determine the conditions of high-school graduation. It is time, indeed, to change the form of our inquiry. What we have really and primarily to discuss to-day is a uniform standard of high school graduation requirements, together with such an adjustment of college requirements to high school courses as may seem possible and desirable. So to connect a widely various and freely elective high school with a still more widely various and more liberally elective college that it shall be but a single unobstructed step from any part of the one to any part of the other, this is, in brief, the whole undertaking of the committees and commissions and associations which have attacked this subject."

"In dealing with it we shall get very important help from three different sources: From the universities, especially those of the many states which have established each for itself some system of high-school inspection and credit; from college associations like our own,—that of the Middle States and Maryland, for example; and from state associations of colleges and secondary schools established in part, like that in Iowa, for the adjustment of high-school and college courses. The state universities, in the North Central States at least, especially those in which agricultural, mechanical, scientific

and literary departments are all associated under one organization and management, have been compelled to deal in their own local fields with the very subjects and to master the identical difficulties with which we must deal in the larger field of the North Central Association. What the universities of Minnesota, Wisconsin, Illinois, and Missouri have done or can do to establish normal and helpful relations with the high schools of their respective states the colleges of this association can also do as a unit, I think if they are so disposed."

Here, Dean Forbes discussed at some length the principles enunciated by the committee of thirteen in 1899 and then continued as follows:

"It will thus be seen that this committee has proposed exact definitions and descriptions of high-school courses in the various subjects; that it has distinguished the essential from the unessential in the conditions of high-school graduation, the fixed from the variable, prescribing as the main essential condition a full four years' course, five-eighths of which is qualitatively fixed and the remainder made elective; and that it has made several important recommendations as to methods of facilitating the passage from the high school to the college and filling in the gap now often found between them. In brief, it has mustered and classified high-school courses with reference to college requirements, and has suggested some methods and lines of adjustment of college to high school work.

"Remembering that this was a National Committee, its membership covering an area bounded by Cambridge on the east and Berkeley on the west, by Minneapolis on the north and Cincinnati on the south, we shall not be surprised that

its generalizations, made to fit extremely various conditions and subject to approval by widely different communities, are in places incomplete and in others a little vague. A process of compromise by mutual cancellation was doubtless sometimes used in framing its report, and it still remains for more homogeneous associations to review and approve or amend its various recommendations for their own territory, making them wherever possible more definite and more precise, and adapting them more exactly to relatively limited educational areas. And then, these things agreed to, it remains to give this legislative action practical effect by establishing some apparatus of administration which shall determine what schools are high schools; what high schools are doing the work of the established units in each course; what high schools teach a programme of studies entitling their graduates to college admission in our group; what so-called colleges are really such in our sense of the word; and which of these are willing to adopt and live up to a scheme for admission requirements agreed upon in this conference. And as conditions will change from time to time with respect to different schools and colleges, it will be necessary that this administrative machinery be kept at work, or at least in workable condition, year after year, probably making annual reports subject to approval by this association.

"Some definite beginnings have been made, of different kinds, and here and there, towards a performance of these functions, the most recent and instructive perhaps by the Middle States and Maryland, and in the States of Iowa and Minnesota—in Iowa by the associated schools and colleges acting under the auspices of the State Teachers' Association, and in

Minnesota by the state itself. The growing length of this paper admonishes me, however, that I must not take more time for an analysis of things done elsewhere if I would propose any definite programme for your consideration here.

"To work any general scheme of affiliation and co-ordination a thoroughly representative standing committee of this association would evidently be necessary, and to this I think we should add a sub-committee for each state represented in our organization. The state is an independent educational unit as well as a political one—educational because political—but much more independent educationally than politically. Not only in each state independent of every other, and of the National Government as well, in the establishment of its own educational system, but each has its own state teachers' association and its own state university, both of which should be utilized in this work. To the general association committee might well be left the duty of acting upon the recommendations and suggestions of the Report of the National Committee of Thirteen; that of defining and describing high school courses of study, ascribing to each its admission value, and dividing the list of such courses into constants, group electives and general electives, to be accepted as such by all. This general committee would seem also to be the proper body to pass upon the competency of the colleges for participation in the establishment and maintenance of the proposed uniform standards of admission, while the state sub-committees, on the other hand, should report upon the high schools entitled to affiliation, either full or partial. The latter service can best be done for each state separately, because each has its own university at least, whose organic

relations to the public high schools require that it should have at all times a fresh and intimate knowledge of all of the facts, and the information in its possession concerning these high schools would no doubt be placed at the service of this association of which all of these state universities are, or should be, members. In those states which, like Iowa, have a separate organization already formed for an examination and valuation of the work of their high schools, no doubt like adjustments could be made between these existing organizations and the state sub-committees of this association. If the Chairmen of these sub-committees were made members of the general standing committee also, all pertinent data and ideas of every description could be brought together at the regular meetings of the general committee, and the conclusions arrived at would be representative of all interests and doubtless fair to all affected by them.

"When such a committee organization had fully performed its duties, we should have as a result an accepted list of high school subjects, and quantities of work in each, available for college entrance; a classification of these subjects and quantities of work with reference to the entrance requirement, and a general agreement as to that requirement itself; a list of high schools whose graduates are entitled to admission to any of our schools; another list of those whose work should receive partial admission credit only, with an indication, of course, of the amount and kind of credit to which each is entitled; and a list of colleges accepting and maintaining the uniform standard of entrance and acting together on all related matters. To these should be added by the general committee a list of high school subjects and the amount

of work in each for which the colleges will give advanced standing when offered in excess of the entrance requirement, together with a scale of values according to which such accepted high school work may be translated into college credits.

"These things done, the organization and affiliation of colleges and high schools will be complete for our present purpose; and with any of these omitted, the desired end will lack some important item of its full accomplishment. . . .

"The proposed general standing committee of the association will also be a highly useful aid in the consideration and discussion of difficult subjects of fundamental interest, subjects, like the present one, too large and complicated to be handled satisfactorily in general and in detail in an open meeting of the entire association or in the hurried sessions of temporary committees able to act only in such intervals as they can snatch from the programmes of this body.

"Whether the plan and the procedure I have sketched, perhaps too briefly, are the best for use just now or not, I think, Mr. Chairman, that I must at any rate have said enough to justify the statement with which I set out, that our present pressing need is a better co-ordination of our educational agencies in these North Central States, made with a view to organizing and unifying progress, which has lately gone too much along separate and disconnected lines."

After considerable discussion of Dean Forbes' paper a motion prevailed to the effect that a committee be appointed to consider the ideas advanced and report some plan of action for the Association.

The following day, Inspector A. S. Whitney of the University of Michigan presented the topic, "The Problem of Harmonizing State Inspection by Nu-

merous Colleges so as to Avoid Duplication of Work and Secure the Greatest Efficiency." This paper is reported in the official Proceedings only in abstract form. This abstract is, in full, as follows:³

"The inspection of high schools originated in Michigan thirty years ago. At first the inspection was made yearly, but later the term of approval was extended. At the present time the best schools are put upon the accredited list for a term of three years. For a number of years the inspection was confined to schools within the state. Now seventy-five schools in other states are regularly inspected. When this practice of inspecting outside schools was begun, the University of Michigan was practically without a rival in the Northwest. Her inspectors were the only inspectors. But now conditions have changed. The other universities have made rapid strides in numbers and influence. They have taken up the business of inspection with energy and enthusiasm. Even the colleges are inspecting. The result is that every high school is inspected by the representatives of many different institutions. This duplication of inspection is not only a waste of energy and expense; it is a source of annoyance to the schools. The teachers are becoming tired of it. There is danger that the system of inspection will lose prestige in the eyes of the secondary teachers. To obviate such a danger the Association should form a sort of educational trust, or clearing-house, for the exchange of opinions regarding the standing of schools in the different states. Most of the state universities now have official inspectors. It would be possible for these inspectors, meeting once or perhaps twice a year, to formulate uniform

inspectors' blanks, to interpret standards of requirement, and to agree upon a list of schools in each state which should be examined only by the inspector for that state. Such a list would at first include only the schools of the highest rank, but later it might be possible to agree upon a list of schools of the second rank.

"The ends of such a clearing-house and of inspection generally would be materially advanced if the universities would adopt the plan of issuing bulletins at regular intervals giving interpretations of the requirements and offering hints and suggestions to secondary teachers regarding methods and means of instruction."

Before the close of the sessions for the year 1901, a special committee was appointed to bring in a plan of action relating to a better articulation of colleges and secondary schools. This committee made a report forthwith. It concluded its judgments by offering the following recommendations:⁴

"To the North Central Association of Colleges and Secondary Schools:

Your committee has considered the subject assigned to it as carefully as the brief time at our disposal would permit and under a sense of responsibility, we hope, corresponding to the importance of the subject. We have not attempted to reach conclusions, or even to raise questions, on any of the issues involved in the establishment of fixed and uniform relations between the colleges and secondary schools, but have thought it best to leave the whole matter, subject to the instructions of the Association, to a permanent commission, whose appointment we recommend. This commission we have sought to make thoroughly repre-

³Proceedings, 1901, p. 25-26.

⁴Proceedings, 1901, p. 70-71.

sentative, thoroughly responsible and practically efficient; and we believe that, if constituted in some such form as proposed, and inspired by the colleges with a determination to reach tangible results without delay, it will prove to be a very influential and important agency of educational progress. The propositions of the committee are presented in the following recommendation:

"We recommend that the Association do now proceed to the establishment of some definite form of affiliation and credit, as fixed, comprehensive, and uniform as may be, between the colleges and universities of this Association and the secondary schools of the North Central states, and to this end we make the following further recommendations:

(1) That a permanent commission be formed to be called the *Commission on Accredited Schools* and to consist, first, of twelve members to be appointed by the Chair, six from the colleges and six representing the secondary schools; and second, of additional or delegate members one from each college or university belonging to the Association which has a freshman class of at least fifty members and which may appoint such a representative, together with a sufficient number of members from the secondary schools, to be appointed by the Chair, to maintain a parity of representation as between the secondary schools and the colleges. The term of service of the twelve members of the first class should be three years, two college representatives and two representatives of the secondary schools to be now appointed for one year, two of each for two years, and two of each for three years; and vacancies to be filled in the same manner as the original appointments are made. The appointment of additional high school members should

be for one year, subject, of course, to renewal by the appointing officer. We suggest that the President of this Association serve as temporary chairman of this commission until it has met and organized by the selection of its own officers.

(2) That it be made the duty of this commission to define and describe unit courses of study in the various subjects of the high school programme, taking for the point of departure the recommendations of the National Committee of Thirteen; to serve as a standing committee on uniformity of admission requirements for the colleges and universities of this Association; to take steps to secure uniformity in the standards and methods, and economy of labor and expense, in the work of high school inspection; to prepare a list of high schools within the territory of this Association which are entitled to the accredited relationship; and to formulate and report methods and standards for the assignment of college credit for good high school work done in advance of the college entrance requirement.

(3) We recommend that the expenses necessarily attendant upon the work of this commission be assumed by the colleges represented on it in proportion to membership in their freshman classes.

The committee assumes that this commission would usually hold at least annual meetings immediately preceding those of the Association itself, and in time to report its action to the Association for approval."

The report was adopted by the Association without change and twelve individuals were appointed as members of the Commission on Accredited Schools. These twelve members were:

President E. B. Andrews

President G. E. MacLean

President J. R. Kirk
 Director G. N. Carman
 Dean H. P. Judson
 Professor S. Coulter
 Supt. A. F. Nightingale
 Supt. C. N. Kendall
 Dean E. A. Birge
 President J. H. Baker
 Inspector A. S. Whitney
 Principal E. L. Harris

In 1902 the Commission on Accredited Schools (appointed the previous year) made its report through its chairman, Dean Henry Pratt Judson, of the University of Chicago. After considerable discussion the report was adopted and ordered printed. It is to be found as an *Appendix* to the Proceedings for the year 1902.

From this report it appears that a meeting of the Committee, for organization purposes was held on March 30, 1901, seven of the twelve members being present. At this meeting Dean Judson was elected chairman and Director Carman, secretary.

The second meeting of the Committee was held in Chicago, February 25, 1902. At this meeting four sub-committees were appointed as follows:⁵

1. Executive Committee: The Chairman and the Secretary of the Commission; Professor Coulter, of Purdue University; Principal Coy, of Cincinnati; and Superintendent Kendall, of Indianapolis.

2. Committee on Unit Courses of Study: Principal Bliss, of Detroit University School; Professor King, of Oberlin College, Professor Birge, of the University of Wisconsin; Principal French, of Hyde Park High School; and Director Carman, of Lewis Institute.

3. Committee on High School Inspection: Inspector Whitney, of Michigan; Inspector Aiton, of Minnesota; Inspector Tressler, of Wisconsin; Inspector Brown, of Iowa; and President Kirk, of Missouri.

4. Committee on College Credit for High School Work: Professor Denney, of Ohio State University; Professor Snow, of Washington University; Professor Vincent, of the University of Chicago; Principal Lane, of Fort Wayne High School; and Superintendent Nightingale, of Chicago.

A third meeting of the full Commission was held at Cleveland, Ohio, March 27, 1902. At that meeting the sub-committees reported, much discussion followed, and finally the finished draft of the Commission's report was made. This was presented to the Association on March 28, 1902.

In the outlines of this report an analyst sees the rudiments of the later forms of the Association. Besides an executive committee, three sub-committees are set up—one dealing with unit courses of study; one with high school questions; and one with college matters. The last three of these later became the three great Commissions of the Association.

The three sub-committees on procedures reported as follows:

A. The sub-committee on unit courses of study recommended:

1. That a unit course be defined as a course covering a school-year of at least thirty-five weeks, with recitations or class meetings of at least forty-five minutes each, and meeting four or five times weekly.

2. That fifteen units be prescribed for graduation.

3. That all high school curriculums designed to prepare for college should

⁵Proceedings, 1902, Appendix p. 6-7.

contain as constants three units of English and two units of mathematics.

The committee then outlined the unit courses which in its judgment might properly be offered for college admission. These outlined courses included:

English, three units. Grammar and reading were especially stressed and lists of books for prescribed reading and study were given.

Mathematics, four units. These were to include: algebra, one unit, plane geometry, one unit, advanced algebra and solid geometry, one unit, and advanced algebra and trigonometry, one unit.

History, four units. This was to consist of: ancient history, one unit, mediaeval and modern history, one unit, English history, one unit, and American history and civil government, one unit.

Latin, four units.

Greek, three units.

French, four units

German, four units.

Spanish, two units.

Science, five units, the science units consisting of one unit each in physics, chemistry, physical geography, botany, and biology.

The general character of the curricular analysis thus made may be judged, in part, by the fact that the outlines for the entire thirty-three units specified covered fewer than twenty-seven pages of printed material. They consist largely of formal general statements introduced generally by the word, "should."

B. The sub-committee on college credit for work done in secondary schools recommended:

1. That colleges give advanced credit for high school work above fifteen units.

2. That such credit be not given for less than a full year's work nor for work

done in the freshman and sophomore years of the high school.

3. That the amount of advanced credit to be given should be determined by each college for itself.

C. The recommendations made by the sub-committee on high school inspection can best be comprehended by quoting the report in full. It was presented by the chairman, A. S. Whitney, and reads as follows:⁶

"To the Commission on Accredited Schools:

Gentlemen: Your committee to whom was assigned for consideration the "steps necessary to secure uniformity in the standards and methods, and economy of labor and expense in the work of high school inspection," and also the "preparation of a list of high schools within the territory of this Association which are entitled to this accredited relationship," begs leave to report that it held a somewhat extended meeting in Chicago the day following the final adjournment of the Commission, deliberated upon the same as carefully as the time at its disposal and the importance of the subjects would admit, and offers the following as a result of its reflections:

I. As to standards. Your committee believes that the basal factor in any plan looking toward a reasonably uniform system of accredited schools is necessarily the course of study; but as the consideration of this problem has been referred to another committee, it has omitted it from its deliberations. Your committee has deemed it appropriate, however, to make certain recommendations concerning the standards of organization, teaching force, equipment, general efficiency, etc., required of schools

⁶Proceedings, 1902, Appendix p. 35-38.

admitted to the general list of accredited schools, and therefore submits the following:

1. That the minimum scholastic attainment of all high school teachers be the equivalent of graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach, although such requirement shall not be construed as retroactive.

Your committee believes that the efficiency of the average college or university graduate is very materially enhanced by professional study, observation, and training in practice teaching under skilled supervision, and therefore advises that the accredited schools be urged to give due preference to teachers possessing such preparation.

2. Your committee advises that the number of daily periods of class-room instruction given by any one teacher should not exceed five, each to extend over a period of forty-five minutes.

3. That the laboratory and library facilities be adequate to the needs of instruction in the subjects taught as outlined in the report of the Commission.

4. That while the foregoing are exceedingly important factors affecting the quality of the work, the *esprit de corps*, the efficiency of the instruction, the acquired habits of thought and study, and the general intellectual and ethical tone of the school are of paramount importance, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, should be considered eligible to the list.

II. As to inspection. Your committee recommends that a board of five inspectors be appointed to ascertain the schools within the territory of the North

Central Association entitled to the accredited relationship under the above limitations.

III. To facilitate the work of the board of inspectors in the preparation and submission of a list of high schools justly entitled to this accredited relationship, your committee recommends:

1. That the Commission cause to be printed and distributed to the several inspectors of the colleges and universities of the North Central Association the following uniform blanks:

a. Principal's blank form for report relative to organization, teaching force, attendance, library, laboratory, etc. This report should be filled and returned to the inspector not later than November 1 of each year.

b. Inspector's blank form for report of examination of each school.

c. Student's blank forms for recommendation to colleges and universities.

2. That it shall be the duty of the board of inspectors to submit to the secretary of the Commission the list of schools recommended by them as entitled to this relationship not later than June 1 of each year.

3. That it shall be the duty of the secretary of this Commission to publish the list submitted to him by the board of inspectors not later than June 10 of each year, and to cause the same to be distributed to the members of the North Central Association.

The committee believes that this list of schools should be an honor list for the North Central States, and, for that reason, has made specific recommendations with reference to requirements in the matter of organization, equipment, teaching force, and standards of scholarship. When once this system has been thoroughly organized and systematized,

it may be found practicable to extend the privileges of accredited relationship to smaller schools, but the committee recommends that nothing less than the standards herein recommended shall be deemed acceptable in the beginning. The Commission on Accredited Schools has an opportunity to assist immeasurably in strengthening secondary education in the Northwest, and the committee believes that this will be best accomplished by starting with a comparatively select list of schools.

Furthermore, your committee believes that the Commission should refrain from any action which will lead to standardization of secondary schools and methods of inspection. It is our belief that the cause of secondary education will be best advanced by a somewhat free and natural development in the several states.

Respectfully submitted for the committee,

A. S. Whitney, Chairman."

Here it is observed were set up certain policies, procedures and standards which, with only slight variations, remain as the guiding principles for the North Central Association even to this day. In summary they provided for:

A. As to standards:

1. College bred teachers, with professional training.

2. A teaching load of five forty-five minute class periods daily.

3. Adequate library and laboratory facilities.

4. A notable *esprit de corps*.

B. As to inspection.

1. The establishment of a permanent board of inspectors whose task it was to determine the lists of approved schools.

2. The formulation and distribution of an annual inspection blank.

3. The annual publication of the list of approved schools.

The Commission on Accredited Schools met in annual meeting in Chicago on Thursday, April 2, 1903, a day previous to the meeting of the Association. The minutes show that seventeen members were present, as follows:

Professor Judson (Chicago)
 Professor Thwing (Western Reserve)
 Secretary Jones (Oberlin)
 President Harris (Cleveland)
 Professor Whitney (Michigan)
 Supt. Hartwell (Kalamazoo)
 Principal Bliss (Detroit)
 Professor Griffith (Knox)
 Principal Armstrong (Chicago)
 Professor Tressler (Wisconsin)
 President Eaton (Beloit)
 President Jesse (Missouri)
 Professor Snow (Washington)
 Professor Allen (Colorado)
 Supt. Nightingale (Chicago)
 President Kirk (Missouri)
 Director Carman (Chicago)

Professor Judson occupied the chair. At this meeting the Commission gave its approval to a form of blank to be employed in gathering data in preparation of a list of high schools entitled to the accredited relationship and presented a partial list of schools recommended for accrediting. The following day the Commission made its report to the Association. At that time it was also stated that the executive committee had decided to raise \$200 to meet the expenses of the Commission and requested that the colleges represented in the Commission be asked to contribute to this sum in proportion to the membership in their freshman classes. This proposal led to much discussion as to the need or wisdom of having a Commission on Accredited Schools at all. Principal Harris of

Cleveland agreed that the accrediting plan had done much to elevate the standards of high schools in Ohio. President MacLean of Iowa declared the same was true in Iowa. President Jorden of Stanford University declared, "It looked as though the whole matter of college and secondary schools were drifting into a kind of chaos.—It seems to me the best thing possible that we should drift into chaos, and such work as modification has been in the direction of augmenting the chaotic condition. It seems to me that the individuality of the different schools and above all the individuality of the different teachers and pupils, were far more important than any general schedule."

Professor Sachs took a more pessimistic view. He declared that the secondary schools were retrograding—that they were not doing as good work as they did thirty years earlier and that the teachers of the time were not as competent as teachers were a generation previous. In consequence Professor Sachs felt the accrediting system was a promising movement.

Principal Boltwood of Evanston took decided issue with Dr. Sachs on nearly every point.

Finally President Draper of the University of Illinois, confessed that he was very skeptical about the accrediting system and wanted to know "What is the real point, what is the educational advantage from this movement in this country?" President Draper also referred to the fact that when the North Central Association was formed it was definitely and expressly agreed that there never should be any legislation by it "Calculated to discriminate for or against anybody—(or) which, should be binding upon individuals." In particular, Presi-

dent Draper criticised the plan of levying an assessment on members.

Dean Judson sketched briefly the origin of the Association and declared that the proposed levy was rather a "voluntary contribution" than an "assessment."

A long discussion, participated in by many individuals, followed these preliminary skirmishes. Questions were raised as to:

1. The justice of seeking "contributions" from the colleges only, and not from the high schools.

2. The justice of apportioning the levy on the size of the freshman class.

3. Whether, if the North Central Association established an accrediting agency, such procedure would undermine the existing instrumentalities.

4. Whether the Association expected to maintain an inspector of its own.

5. Whether, in determining the number of freshmen in a given college, students in the engineering schools, or law schools, or other schools of the university should be counted or only those enrolled in the arts college.

6. What colleges were to be admitted to membership on the Commission.

7. Whether the list of accredited schools was to be given general publicity.

8. Whether many schools, equally efficient as the ones specifically listed, were not unjustly being omitted from the lists.

9. Whether a school was to be accredited by the Association merely because it was accredited by some state agency.

10. How the list of schools was to be made up if the Association provided no inspectors of its own and yet insisted upon first-hand information representing the schools seeking recognition.

Professor Whitney, chairman of the

Board of Inspectors, replied to the last question as follows:

"The Board would set a time for meeting and then would like the inspectors of all institutions in the whole territory to be present and confer with them regarding the schools and then the Board was to decide whether, of the schools represented, each one individually should be placed upon the list or not."⁷

The Association finally took action withdrawing the proposed list of accredited schools entirely from the report and merely voted to accept the report of the Board of Inspectors as a report of progress.⁸

In addition to considering the report of the Board of Inspectors, the Commission on Accredited Schools, at its meeting of 1903, voted:

1. To reconsider its action of the year previous and to strike from its list of recognized high school units the one made up of a half year of botany and a half year of zoology.

2. To appoint five new sub-committees, which were to recommend a tentative definition of each of the units in mathematics, physics, botany, zoology, and physical geography.

3. To propose certain changes in the constitution.

4. To appoint a committee of five to consider the advisability of extending the work of the Commission so as to include accrediting colleges and to determine what should be the requirements for the bachelor's degree.

5. To attempt to define units of work in shop-work, drawing, commercial work and physical culture.

After the Association had adjourned sine die, the Commission on Accredited Institutions met for reorganization for the work of the next year. This meeting was held at the University of Chicago, Saturday afternoon, April 4, 1903. Although forty three individuals were members of the Commission, only nineteen were present at the meeting. The officers of the previous year were re-elected, namely, Dean Judson as chairman and Director Carman as secretary. The Board of Inspectors, to serve during the following year, was elected as follows: Inspectors Whitney, Brown, Tressler, Aiton, Boyd, and Hollister. Three members were to constitute a quorum.

With the meeting of 1904, the Commission on Accredited Schools with its very active Board of Inspectors may truly be said to have gotten established and to be ready for effective work. At this meeting a list of schools to be accredited was approved and ordered printed. The list contained the names of 160 schools distributed as follows:

Colorado	9
Illinois	34
Indiana	7
Iowa	11
Michigan	28
Minnesota	6
Missouri	9
Nebraska	4
Ohio	26
Wisconsin	26

In applying the standards to schools seeking admission, Mr. Whitney, chairman of the Board of Inspectors, stated:

1. That the Board had refused to consider any schools concerning which it did not have definite written or printed facts before it.

⁷Proceedings, 1903, p. 83.

⁸Proceedings, 1903, p. 83.

2. That in evaluating the records no school was recommended

a. If it required any teacher to teach more than six periods per day.

b. If the ratio of pupils to teachers was excessively large, thirty to one being the maximum permitted.

c. If the teaching force (excluding the superintendent) consisted of fewer than five teachers.

In conclusion Professor Whitney declared that the Board of Inspectors had sought to be very conservative, "believing that such action would eventually work to the highest interests of both the schools and the Association." "It has not," he continued "attempted to make a large list (of schools); on the contrary, only those schools which possess organization, teaching force, standards of scholarship, equipment, esprit de corps, etc., of such character as would unhesitatingly command them to any educator, college, or university in the North Central territory, or in the entire country are offered for your consideration."⁹

At the 1904 meeting the Board offered two new recommendations, namely:

1. That the time for which schools should be accredited should be limited to one year, and

2. That the organ of communication between the accredited schools and the secretary of the Commission, for purposes of distributing, collecting, and filing the annual reports of such schools, and for such other purposes as the Commission may direct should be as follows: (a) In states having such an official, the inspector of schools appointed by the state university; (b) in other states the inspector of schools appointed by state authority, or, if there be no such official,

such person or persons as the secretary of the Commission may select.

Both these recommendations were adopted.

Here therefore in 1904, the Association had its machinery for accrediting schools definitely established and in running order; had a set of standards whereby schools were to be judged and, if acceptable, to be accredited; and had ready for publication its first list of accredited schools. The ideals and procedure set up at that time have continued to guide and operate, with very little modification, down to the present day—nearly a quarter of a century.

Certain other important items of business were transacted by the Association at its meeting of 1904. These actions may be summarized as follows:

1. It was recommended that colleges and universities give publicity to the work of the Association by publishing in their catalogues the list of North Central Association accredited schools.¹⁰

2. It was voted not to approve a recommendation to the effect that one unit of physical education be included in the graduation requirements of secondary schools and be accepted for admission to college.¹¹

3. It was voted that "all official inspectors representing the states and institutions in the Association should hereafter constitute the Board of Inspectors."¹²

4. It was voted to send a representative of the Association to the meetings of the College Entrance Examination Board.¹³

At the meeting of 1904 the Constitution of the Association was again slightly

¹⁰Proceedings, 1904, p. 52.

¹¹Ibid, p. 52.

¹²Ibid, p. 58.

¹³Ibid, p. 67.

revised. Previously the annual dues had been \$3.00 for each member. By the change made in 1904 it was provided that "an annual fee of \$10.00 shall be paid by each university, \$5.00 by each college, and \$3.00 by all other members."

Now that the Commission (there was but one back in 1904) had gotten its first specific task well under way, the question arose as to what it could most profitably turn its attention now. One year earlier a committee had been appointed to take into consideration the advisability of extending the work of the Commission so as to include the accrediting of colleges and to determine what should be the requirements for the bachelor's degree. Dean Judson seems to have voiced the ideals of the Association in this respect when he said:¹⁴

"The work of the Commission has now proceeded to the point where some are asking, What is left of importance for the Commission to accomplish? Two lines of effort seem to me to remain. First, the Commission must continue its effort year by year to strengthen the weak places in the system of accrediting schools. This we expect to realize through our Board of Inspectors, which is now fully organized to cover the ter-

ritory of the Association, through a more accurate definition of existing units of study, and through the definition of new units as the need for these shall arise from time to time. Second, a new line of effort is suggested by a remark coming from a well-known secondary school man. He said: 'The Commission has done a great work in leveling up the secondary schools, in putting a premium on good work and in recognizing the value of inspection. Its attention should now be directed to the colleges. The high schools are being inspected and rated for the benefit of the colleges. Why should not the colleges be inspected and rated for the benefit of the secondary schools and their graduates who are looking for a higher education?' I confess the proposition seems to me to be eminently fair. What is an approved college? Are there any studies or groups of studies that should be found in every good college and in every good college course? Is there a fixed amount of work which a college must require for graduation, and a determinable grade of work that a college must be capable of doing, in order to maintain its position as an approved or standard college? These important questions suggest a sufficiently large task for this or some future Commission to undertake."

¹⁴Ibid, p. 59-60.

Next Annual Meeting

The next annual meeting of the Association will be held in Chicago the week of March 11th, 1928.

Report of Investigation of the Methods by Which Institutions of Higher Learning Adapt Their Work to the Needs of Freshmen

BY C. R. MAXWELL, UNIVERSITY OF WYOMING

The Committee on Special Studies decided that the most pertinent investigation for the present year would be a follow-up study of the one made on the Success of High School Graduates of June 1924 in Their First Semester of College Work. The results of this study, which were published in the September number of the North Central Association Quarterly for 1926, showed a great deviation in the percentage of failures among institutions. The nature of the study made it impossible to discover reasons for such discrepancies. It was felt by the committee that an investigation both in the colleges and in the high schools might throw some light on this problem. The chairman undertook the investigation of methods by which institutions of higher learning adapt their work to the needs of freshmen. Mr. E. L. Miller, a member of the committee, undertook to investigate the reasons why high school students fail and succeed in college.

One hundred institutions of higher learning which reported a large number of freshmen from North Central high schools in the previous study were selected for further investigation. These institutions include junior colleges, teacher training institutions, state universities and colleges and universities on private foundations. Institutions that showed a high percentage of failures were selected as well as those that

had a small percentage. The aim was to find out whether or not the technique that was used in adjusting freshmen to their first year's work might have an influence on success and failure. Returns were received from 75 of the 100 institutions from which information was requested. Compilations in the study were taken from 64 institutions. The information given by the other 11 was so meager that it did not seem advisable to include the data. These institutions were also requested to give the results of the intelligence tests which were used and it was suggested that it would be of great assistance in this investigation if the schools included in the study could use the National Council Test, which seemed to have been more widely used by colleges and institutions than any of the other available psychological examinations. An attempt was made to secure information relative to the work in personnel with freshman students; to discover the amount of training and experience of faculty members who are assigned to teach freshman classes; and to find if there is any relationship between the results of intelligence tests and the percentage of failures in freshman subjects at the close of the first semester. This report includes in detail only the results of the investigation of the first two phases of the study. The results of the third aspect were too meager to be in anyway significant.

Section I of the questionnaire endeavored to find the situation in regard to Freshman Week. It was found that 25 of the 64 institutions have the so-called plan of Freshman Week, that 6 have Freshman Day and that 33 have no such plan. Eleven of the institutions indicated that they expect to establish early Freshman Week. Two institutions introduced the plan in 1924, 9 in 1925, and 15 in 1926. It appears from these data that it is a movement that is growing rapidly among North Central institutions. The number of days devoted to the so-called Freshman Week varies from one to seven. Six institutions have 3 days and seven have 4 days. The mode is 4 days which 7 institutions employ. The movement is so new that it is impossible to draw any definite conclusion as to the type of plan which is most satisfactory.

Section II considered the problem of advisers to students. Fifty-two institutions have adopted a plan of having advisers to freshman students. The number of students assigned to an adviser varies so greatly that it is impossible to make any statement as to current policies. This situation is also true relative to the basis for assignment and to the method of choosing advisers. One of the chief duties of the adviser is to check on the student's work. In approximately one-third of the institutions the adviser received reports from instructors in charge of freshman students.

Section III of the questionnaire endeavored to secure information on the practice of grouping students on the basis of ability. Twenty-six institutions reported that such an attempt was made, while in 33 it was definitely stated that no attempt had thus far been made. It appears, therefore, that less than half

the higher institutions are attempting to solve any of the freshman problems through the formation of classes on the basis of ability. There seems to be little attempt to differentiate the work in different sections. This situation might be expected when less than half of the institutions section students on the basis of ability. In the institutions in which students are sectioned on the basis of ability, the subjects which are most frequently mentioned are English, Mathematics, and Science.

Section IV of the questionnaire considered the restriction of freshmen in their outside activities. Forty-three institutions stated that freshmen were no more restricted in their living conditions than any other students. They are apparently somewhat restricted in social privileges as in 23 institutions freshmen are not permitted to join fraternities or sororities during their first semester. During the first semester 39 institutions hold meetings at which freshmen problems are discussed. In 31 institutions such meetings are compulsory. Freshmen are permitted to take part in athletics in 58 of the institutions and in only 3 institutions are they eliminated.

Section V, Student Reports. It seems to be the general plan for most institutions to furnish freshmen reports on their work during the first semester. The number of times ranges from one a semester to one every month. In 54 institutions parents are notified when a student is doing unsatisfactory work. It appears to be the custom in 24 institutions to report freshman failure to the high school principal concerned. In several other cases such reports are furnished when requested. In 55 institutions provision is made for a student to drop part of his work during the first

semester. In the previous study, the question was raised whether or not the system of recording failures might not have explained the great discrepancies in failures among institutions. The questionnaire attempted to find out in considerable detail the practice in this particular. A study of the returns indicates that in one institution a student might withdraw from a course and have it considered a failure, while in another institution he might withdraw under similar conditions and not be so considered. When failures are studied in institutions cooperating, an attempt will be made to consider failures on the same basis. The time at which a student may withdraw from a class in a semester without penalty also presented great variation, for in 7 institutions there is no provision for withdrawal and in 4 the student may withdraw at any time during the semester. Thirty-four institutions state they have a practice which facilitates the withdrawal of students not capable of doing college work. The practices are varied. There seems to be no uniform procedure. In 45 institutions a student who quits attending class without official permission is given a failure; in 5, no grade is recorded. Twenty-five institutions state they exclude from college for poor scholarship within the first term or semester, while 22 report that they do not. In 38 institutions instructors are advised to check their grade distribution with the normal surface of distribution curve. In 46 cases it is stated that the faculty discusses the scientific problem of grading students. Thirty-nine state they investigate carefully the specific reasons for deficiencies for each freshman that is doing unsatisfactory work and 21 state that they do not. Fifty-two institutions

have made no correlations in failures with intelligence rating from year to year in the various subjects, while twelve report that correlations of failures with results on intelligence tests have been worked out. Twenty-two state that they have no information as to whether failures are increasing or decreasing in freshman classes. Twelve state that they are decreasing, 7 state that there is no change, and 2 state that they are increasing.

Section VI, Training and Experience of Faculty Members. This section of the report furnishes little illuminating information. The training required varies greatly but in general the B. A. degree is required for instructors; the M. A. for assistant professors; and the M. A. or Ph. D. for associate professors, while the M. A. or Ph. D. degree is required for full professors. From the standpoint of experience, there seems to be no general rule. In most cases the head or chairman of the department assigns instructors to freshman classes. Forty-three institutions stated that it was not customary to assign the lower rank of the instructional staff to freshman classes; 20 state that there was an attempt to assign the more capable instructors to freshman sections; and 52 state that there was no attempt to assign the less capable members to freshman sections, although 3 frankly stated that there was an attempt to assign the less capable to freshman classes.

Section VII, Organization of Freshman Courses. Forty-eight institutions stated that the freshman courses are very definitely outlined and in 40 departmental meetings are held in which the course of study for freshmen is discussed and outlined. In 52 institutions it is stated that the institutions have regulations in

regard to the size of freshman classes. Thirty of the institutions limit their freshman sections from 30 to 35; 6 from 20 to 25; 5 to 35; and 30 from 40 to 50. English is required of all freshmen in 53 of the 64 institutions replying, and Hygiene and Physical Training rank second and are required subjects in 14 institutions. Seventeen state that special orientation courses for freshmen are offered in their institutions. The length of such a course is most frequently a semester.

Thirty-seven of the 100 institutions gave intelligence tests to the freshman class. We had hoped to find out what relationship existed between the results on intelligence tests and failures of students during the first semester. Ten of these institutions furnished the record of the failures in the freshman classes, but only 3 furnished adequate information on the results of the intelligence tests. Had we been able to secure the intelligence rating from a considerable number of these schools, the correlation would have at least been interesting if not significant. Of the three institutions, the one that had the most intelligent group of freshmen judging by the results from the American Council test had the highest percentage of failures in the freshman class at the end of the first semester. The percentage of hours failed in the 10 institutions was 8, exactly the same as that found in the study of two years previously. The percentage of students that failed varied only by .2 of 1%. This study seems to indicate that the failures in the freshman class have changed in no way in the past two years.

SUMMARY

This study shows that institutions in the North Central Association are at-

tacking the problem of the better adjustment of freshman students. Freshman Week is rapidly gaining in favor. The institutions are experimenting with plans of assigning advisers to freshmen and by grouping students on the basis of ability. A few institutions are giving much attention to the selection of the members of faculty that teach freshmen. In a small number of the institutions replying to the questionnaire, they were quite emphatic in a statement that heads of departments should be assigned to freshman sections as well as to the advanced courses. The organization of freshman courses is receiving much attention and a few institutions are experimenting on the general orientation courses. This study shows that our higher institutions are conscious of the necessity of organizing the work so that the mortality in freshman classes will be reduced. The movement is too recent to show results as yet, but it does offer promise for the future.

SECTION I

Freshman Week

1. Do you have the so-called Freshman Week?

Yes	25
No	33
Freshman Day.....	6
- If not, do you expect to establish Freshman Week?

Yes	11
No	11
Probably	4
No answer	13
2. In what year was the plan first introduced?

1924	2
1925	9
1926	15
No answer	5
3. Are the Freshmen brought to the campus before the upper classmen?

Yes	25
No	2
No answer	4

Cover more time and give more time to individuals	1
Enlarge it	1
Do not know	1
No answer	1

10. Send material you have on Freshman Week and note contemplated changes.
Material furnished by ten institutions.

Advisers

1. Do you have advisers for groups of students?	
No	9
Yes	52
In Arts College only	1
Yes, class officers	1
No answer	1
2. How many students assigned to a group?	
25-30	7
Number varies	7
10-20	5
Classes	4
20-35	4
60	3
15-30	3
15-20	2
10-40	1
25-50	1
50-100	1
10-125	1
5-8	1
275	1
30-60	1
1-110	1
50-200	1
All new members in school	1
No limit	1
No answer	8
3. What is the basis for assignments?	
Curriculum	10
Alphabetical	6
Major departments of students	6
No well defined plan	6
Class	4
Choice of students	2
Needs of students	2
Arbitrary	2
All new registrants	1
All with same instructor for first recitation	1
Women, head of Dorm.; Men, major professors	1
No answer	13

4. How is adviser chosen?		10. Are students that fail called for a conference with the adviser?	
President or Dean appoints	9	Yes	27
President	8	No	15
Dean	7	Perhaps	2
Head of student's major department	5	At option, advised	2
Choice of students	3	No rule	1
Assigned by office	2	Frequently	1
In various other ways	13	No answer	6
No answer	7		
5. Does the adviser assist in making out the program of a student?		11. If not the adviser, do they report to any other person?	
Yes	33	Yes	33
No	11	No	3
May	1	Sometimes	1
Approves it	1	No answer	27
Sometimes	1		
If desired	1	12. To whom do they report?	
To some extent	1	Dean either alone or with President, Assistant Dean or Registrar	27
No answer	5	Faculty committee	5
6. Does he continue as the adviser of the student throughout the year?		Dean of Men and Women	3
Yes	46	Instructor	2
No	2	President	1
For semester	1	Vice President	1
No answer	5	No answer	25
7. Is it part of the duty of the adviser to check on the student's work?			
Yes	35		
No	12		
Yes, for Freshman and Sophomores	2		
No answer	5		
8. Are reports given to him by instructors?			
No	19		
Yes	18		
If requested	4		
Through Dean	3		
Yes, Freshmen and Sophomores	1		
Occasionally	1		
Not systematic	1		
Through Registrar's office	1		
No answer	6		
9. Does he consult the instructors of students who are failing?			
Yes	27		
No	7		
Sometimes	6		
When necessary	2		
No, except Dean recommends	1		
Usually	1		
When he sees fit	1		
Partly	1		
If wished	1		
No answer	7		

SECTION III

Grouping of Students on Basis of Ability

1. Are students assigned to class sections on the basis of ability or aptitude?	
No	33
In some cases	12
Yes, English	9
Yes, English and Mathematics	2
Yes, English and Chemistry	1
Yes, Mathematics	1
Limited way	1
Not in Freshman courses	1
Yes	1
No answer	3
2. If students seem to show lack of aptitude for a subject in the early stages of the work, is provision made for transfer to other subjects?	
Yes	32
No	20
Sometimes	1
Rarely	1
Languages only	1
No answer	9
3. Who gives permission for a student to make a transfer?	
Dean, Dean and President, Dean and	

Head of Department, or Dean and In-	
structor	44
Advisers	5
President	3
Committee of faculty	3
No answer	9

Note: The discrepancy in the numbers answering this question is undoubtedly due to misinterpretation of the preceding one.

4. Is the work in a subject the same for all sections?	
Yes	37
No	16
Most subjects	1
Yes, except in Mathematics	1
Yes, except in English	1
Yes, except in Chemistry	1
Minimum is	1
No answer	6

5. Is any attempt made to adapt the work to the ability of individuals?	
No	26
Yes	19
Some work in some departments	4
In English	3
In Mathematics	1
In English and Mathematics	1
Small groups, etc.	1
As instructor sees fit	1
No answer	8

6. Are students sectioned on the basis of ability in some subjects but not in others?	
Yes	31
No	23
No answer	10

In what subjects are sections made on the basis of ability?	
English alone or with Mathematics and Chemistry or Zoology	29
Mathematics and Chemistry or Mathematics alone, or Mathematics and Languages	8
None	3
Various other combinations	2
No answer	21

7. Is entering a given ability group required or optional for any given student?	
Required	29
Optional	2
No	1
Optional with department	1
No answer	31

8. Is Freshman work largely prescribed in the college or school which a student selects?	
Yes	46
No	4
In one-half of courses	3
In professional courses	2
A choice within groups of studies	1
No answer	8

9. In what college or school is the work most largely prescribed for Freshmen?	
Engineering	15
Arts and Sciences	7
Professional courses	4
All	4
Commerce	3
Pharmacy	2
Education	1
Music and Fine Arts	1
Special degree courses	1
Other combinations	3
Only one college here	3
None	2
No answer	18

SECTION IV

Outside Activities

1. Are Freshmen more restricted in living conditions than upper classmen?	
No	43
Yes	12
Yes, women	3
No resident freshmen	2
No answer	4
2. Do you have dormitories?	
Yes	34
No	14
For women	14
No answer	2
Are Freshmen required to live in the dormitories?	
No	28
Yes	15
Yes, women	4
Yes, Freshmen girls	1
No answer	2
3. Are Freshmen in the first term, quarter, or semester permitted to join fraternities or sororities?	
No	23
Yes	19
No fraternities or sororities	18
Men, yes; women, no	1

Women, yes; men, no	1	At call	1
No answer	2	One	1
4. Are there restrictions on such membership?		Yes, in Agriculture and Engineering.....	1
Yes	31	No answer	3
No	9	10. Is attendance at such meetings compulsory or optional?	
Such as frats impose	*2	Compulsory	39
C average	*2	Optional	11
Pass 12 hours at 85%.....	*1	One required, the others optional.....	1
Pass 12 hours first semester	*1	No answer	21
Pass 11 hours work	*1	11. Are Freshmen permitted to take part in athletics during the first term, quarter, or semester?	
General frat average must be that of student body, etc.	*1	Yes	58
12 credits free from probation.....	*1	No	3
No answer	20	No answer	3
*Of the 31 that answered "Yes."		Are they members of the regular team or are they organized in a Freshman team?	
5. May they be pledged and live at a fraternity house?		Freshman	25
Yes	25	Regular	21
No houses	9	Intramural	7
No	8	Either	5
Men may	3	No athletic teams	1
Men partly, women no	1	No answer	4
No answer	18		
6. Do dormitories and fraternity houses maintain study hours for Freshmen?			
Yes	43		
Have none	4		
No	3		
Practice varies	1		
No general rule	1		
No answer	12		
7. Are students in the first term, quarter, or semester of the Freshman year permitted to join organizations other than their class?			
Yes	53		
No	7		
No answer	4		
8. List activities in which Freshmen may participate.			
Debate, dramatics, college paper.....	30		
Athletics	33		
Music Organizations	23		
Department clubs	14		
No answer	2		
9. Are there any meetings of Freshman groups during the first semester, term, or quarter at which Freshman problems are discussed?			
Yes	39		
No	18		
No regular	1		

SECTION V

Student Reports

1. How often are students given reports on their work during the first term, quarter, or semester?	
Twice	16
Every six weeks	8
Three times	5
Once	4
If poor work, each month.....	3
End of term	3
If failing, end of 6 weeks, others end of term	2
End of quarter	2
End of first six weeks	2
Monthly	2
If weak, 6 weeks and 10 weeks.....	1
If failing, each quarter	1
Mid-semester	1
End of semester	1
End of semester or if poor work, each month	1
End of semester or middle if delinquent....	1
If below C, every 2 weeks	1
Mid-semester if unsatisfactory.....	1
Week to week if unsatisfactory.....	1
End of quarter or semester.....	1
Every 5 weeks	1

If failing, 2 times	1	What method of procedure is used in making these reports?	
No regular time	1	Letters and report end of semester.....	10
Every 10 weeks	1	Personal letter	2
Every 4½ weeks	1	Registrar	2
When unsatisfactory	1	Record of student and grade distribution for class in each subject.....	1
No answer	1	Statement of each fact	1
2. Are parents notified of unsatisfactory work of students?		Grades sent	1
Yes	54	Relative standing sent	1
Some cases	4	Regular blanks giving standing	1
No	3	Unofficial transcript	1
At second notice	1	On reports from principal.....	1
No answer	2	Chairman High School Relations	1
At what periods during the first term, quarter, or semester?		Report distribution grades for 1st year for each student	1
End of quarter	7	Report first term's work	1
Middle of semester	7	Individual reports	1
Middle and end of semester	6	Report Freshman record each student in high school at end of year	1
End of first 6 weeks	6	Record sent quarterly with statistical report of averages	1
End of first 6 and 12 weeks	4	No answer	4
End of each term	3	4. Do you make any provision for a student to drop part of his work during the first term, quarter, or semester?	
6 weeks, 12 weeks, end of semester.....	3	Yes	55
End of semester	2	No	5
Mid-term	2	Sometimes	2
Monthly	2	No answer	2
Any time necessary	2	5. Give your grading scheme	
Every 6 weeks	2	Letters	52
11 weeks and end	1	Per cent	9
Where imperative	1	Numeral (Usually 5 grades).....	1
November 1st	1	No answer	2
When report received at office.....	1	6. State passing grades	
Every 6 weeks	1	4 passing letters	46
End of first term	1	3 passing letters	4
Not regularly	1	100-70	7
Every 4½ weeks	1	100-75	2
No regular time	1	100-60	2
Each 6 and 10 weeks and end of semester	1	100-50	1
Whenever Dean gets reports from instructor	1	1, 2, 3, 4	1
Mid-term if on probation, otherwise end of quarter	1	No answer	1
Mid-semester and third quarter if delinquent, 40% work	1	7. What are your failing grades? Define Letter to denote failure—usually 60 if defined	52
No answer	5	Count incomplete as failure	*2
3. Do you report Freshman failures to the high school principals concerned?		Count condition as failure	*22
No	30	No answer	1
Yes	24	*Included in the 52.	
When asked	5		
Some	2		
Sometimes	1		
No answer	2		

8. Do you have a grade for a course dropped without failure?
- | | |
|-----------------|----|
| No | 32 |
| Yes | 30 |
| No answer | 2 |
- Explain
- | | |
|--|----|
| Condition | 4 |
| Incomplete | 4 |
| Mark to show standing at time..... | 3 |
| W—Withdrawn without failure..... | 3 |
| D—Dropped with permission | 3 |
| Fail | 2 |
| No grade but state reason for dropping.... | 2 |
| D—may be made up | 2 |
| W—Withdrawn | 2 |
| Mark "Dropped" | 2 |
| Incomplete or grade at time dropped..... | 1 |
| W P—withdrawn while passing..... | 1 |
| Dr. or F | 1 |
| If before end 6 weeks, counted dropped.. | 1 |
| W—withdrawn if passing at time | 1 |
| Marked "Excused" | 1 |
| Cancelled without grade if record good.... | 1 |
| "D" with date | 1 |
| W—without credit or grade | 1 |
| A (dropped in good standing) | 1 |
| X—no recorded grade | 1 |
| F—if in course one-half semester..... | 1 |
| F—if after 6 weeks | 1 |
| Drop within 1 month end of semester..... | 1 |
| No answer | 23 |
9. List and explain any other grades or grade notations you use.
- | | |
|---|----|
| Incomplete | 18 |
| Weighed grades or honor points—with generally C average for graduation..... | 13 |
| None | 3 |
| Withheld (reason justifying not an F or Inc) | 2 |
| W—Withdrawn; C—condition; Inc—Incomplete | 2 |
| Condition removed by examination next semester or it becomes failure..... | 1 |
| D—delinquent at time dropped..... | 1 |
| Dr. if with permission of Dean; F, if not | 1 |
| S—Sickness at time of finals..... | 1 |
| W—Withdrawn | 1 |
| Dr.—dropped from course, too many absences | 1 |
| No answer | 20 |
10. Do you have a period at the beginning of the semester when a student may withdraw without penalty? Explain your custom.
- | | |
|--------------------------------------|----|
| First 2 weeks | 10 |
| First week | 8 |
| No | 7 |
| First 3 weeks | 6 |
| First 6 weeks | 6 |
| Anytime | 4 |
| Yes | 4 |
| No rule | 3 |
| First month | 3 |
| Before mid-semester if passing | 2 |
| First 3 days | 1 |
| First 8 weeks | 1 |
| First 5 weeks | 1 |
| 10 days | 1 |
| 15 days | 1 |
| No answer | 6 |
- What is grade given?
- | | |
|---|----|
| None | 24 |
| W | 3 |
| After 6 weeks, failure or incomplete..... | 1 |
| Permanent records show only work after first week | 1 |
| No grade first 4 weeks, then F or Inc.... | 1 |
| "Cancelled" without grade | 1 |
| Marked "Excused" | 1 |
| "A" dropped in good standing | 1 |
| W until after end of 9 weeks, then I or F .. | 1 |
| Incomplete | 1 |
| No record if passing average when withdrawn, or if on account of illness..... | 1 |
| Grade reported as quality of work done while in class | 1 |
| "Dropped" | 1 |
| No answer | 26 |
11. Do you have any practice whereby you facilitate the withdrawal from college of students incapable of doing college work?
- | | |
|-----------|----|
| Yes | 34 |
|-----------|----|
- (Of these, 5 give no explanation and the others are as follows.):
- | | |
|--|---|
| Advice to students and requested to withdraw | 4 |
| Advise student or parents | 3 |
| Recommendation faculty advisers | 2 |
| Point average 60 end first semester. | |
| Point average 80 end second semester. | |
| Point average 90 end third semester..... | 1 |
| Pass 8 hours plus 6 honor points first semester. | |
| Pass 8 hours plus 8 honor points any subsequent semester | 1 |

40% failure or 8 hours cumulative failures	1	Impossible unless leave school.....	1
Probation then drop	1	Drop	1
Failing 50% of work on both 1st and 2nd delinquent reports	1	If in class 6 weeks fail, otherwise dropped	1
Recommendation Scholarship Committee..	1	W F if near end of term	1
Advise parents	1	A (dropped in good standing) D (delinquent at time)	1
Recommend withdrawal and decline to register next term	1	Depends on circumstances	1
Cases considered by committee at mid-semester, Christmas, end of semester, second mid-semester and end.....	1	Can't do	1
Urges and dismisses	1	F or no grade	1
Fail to pass 10 semester hours.....	1	No answer	3
Fail one-fourth of work	1	13. What grade would you give a student who leaves college without giving notice?	
Freshman on probation, if less than 9 hrs. of G, drop next semester.....	1	Fail	20
Dean Suggests	1	None	16
Quarter's probation repeated brings withdrawal	1	Incomplete	3
If one-half grades are F at end of 3 quarters	1	Depends on circumstances	2
If F in three-fourths work of term.....	1	None but notation on record	1
If not make 5 honor points and carry 3 subjects	1	None if first 6 weeks, failure if later.....	1
Personal conference	1	W F if near end of term.....	1
If fail 2 subjects, put on probation; then asked to withdraw	1	Grade has at time	1
No	15	A (dropped in good standing) or D (delinquent at time of dropping)	1
No rule	1	If failing at time, F	1
No answer	14	I or Condition or F, depending on circumstances	1
What grades are given?		Early in semester, "drop," late "F".....	1
None	7	Impossible without permission	1
Fail	7	"Course discontinued"	1
Grade as earned	3	No answer	4
Incomplete	1	14. Do you exclude from college for poor scholarship <i>within</i> the term, quarter, or semester?	
Drop	1	Yes	25
Depends on record at time	1	No	22
Get "5" in delinquent courses, W in rest	1	Sometimes	3
A (dropped in good standing) D (delinquent when dropped)	1	Rarely	2
W F	1	Occasionally	2
Course discontinued	1	No rule	2
Dr. or F.	1	No answer	8
No rule	1	Explain your rule	
No answer	38	Yes	30
12. What grade is given a student who merely quits attending a course without official permission?		Mid-semester	3
Fail	45	At any time	2
None	5	No definite practice, but asked to withdraw	2
Do not have any	2	End of semester	2
Incomplete	1	If case hopeless	2
		If apparent early, asked to leave.....	1
		If failing in none, then one-half work.....	1
		If work unsatisfactory, asked to leave.....	1
		Mid-quarter	1

At any time by action of scholarship committee	1	Rarely	2
On probation before or with freshmen at discretion of Dean	1	Any time	1
If loafing and interfering with other's work	1	Not usually	1
Mid-term if 55-60 average	1	No	1
Fail 50% delinquent work on 1st and 2nd reports	1	In special cases	1
If delinquent at mid-semester in 2/5 of work	1	Sometimes	1
Depends in case	1	Little demand	1
End holiday vacation	1	No rule	1
End 6-12 weeks	1	No answer	2
As same as delinquency shows inability or unwillingness	1	State time limit, conditions, etc.	
If high school student, accepted on probation October 1st	1	No official date	11
If on probation preceding semester	1	2 weeks	6
Left to Dean	1	First 2 weeks, then less work	6
End each 6 weeks period	1	Within 1 week	4
No rule	1	3 weeks	3
What grades are then recorded for courses in which such a student is passing?		10 days	3
None	15	No limit	2
Incomplete	3	Each case dealt with separately	2
F	2	Number of hours enrolled depends upon number of hours late	2
Grades recorded as reported by instructor	2	10 days—2 weeks	2
Record facts regarding work	1	Reduced program	2
"Estimated Numeral"	1	5 weeks	1
No definite practice	1	One week, after limited program	1
Withdrawn	1	4-5 weeks	1
Dropped for poor scholarship	1	Six class periods	1
F in delinquent work, W in rest	1	Limited enrollment after first week	1
A (dropped in good standing) or D (delinquent at time of dropping)	1	Within one month with reduced schedule	1
Dropped	1	Within 6 weeks—limited program	1
Those in which he is failing?		Up to mid-semester with limited program	1
None	15	If strong probability to make up work	1
F	3	Slightly late	1
Grade recorded as reported by instructor	2	Early "Make up work depends on record in high school and reasons, consent instructors concerned"	1
Incomplete	1	Within 3 weeks, "charged with all absences due to late registration fee"	1
Record facts regarding work	1	2 or 3 weeks late, "reduced work one hour for each week late"	1
No definite practice	1	Depends upon previous academic performance	1
"Estimated failure"	1	Work limited according to time entering	1
Dropped for poor scholarship	1	No answer	6
F in delinquent work, W in rest	1		
A (dropped in good standing), W D (delinquent at time of dropping)	1	16. Would a student entering late, finding himself unable to make up the lost work, be permitted to drop the course without penalty or would he be given a failing grade?	
No answer	3	Drop	27
15. May a student enter after the beginning of the term, quarter, or semester?		Fail	6
Yes	53	Depends on individual case	4
		Drop if doing passing work	2
		No rule	2

No concession	1	Help of fraternities and sororities, Big Sister, Y. M. C. A., Y. W. C. A.....	1
If inside 2 weeks, drop, otherwise fail.....	1	Published for faculty distribution by departments and instructors	1
Fail after 4 weeks	1	Outside work plus conditionally recommended high school students	1
Late entrance not permitted.....	1	Conditioning students back in small amount of work makes for apparent increase in F	1
Drop if before mid-semester.....	1	No answer	30
Drop if during first 4 weeks.....	1	18. Are instructors advised to check their grade distribution with normal surface of distribution ?	
Treated as other students.....	1	Yes	38
Incomplete	1	No	20
Depends on circumstances	1	In some departments	1
Within first 5 weeks, otherwise F.....	1	No answer	5
Marked "W F"	1	19. Are departmental or faculty meetings held to discuss grading and are statistical studies put into hands of faculty showing how each member grades his students?	
Marked "X" (no record of grade).....	1	Yes	46
Within 6 weeks, otherwise F.....	1	No	9
Does not happen	1	Departmental	2
No provision for later registration.....	1	Some departments	2
F or no grade	1	Occasionally	2
Option of the Dean	1	Only department distribution.....	1
No answer	6	Last year once	1
17. State any other rules, customs, or practices in your University that increase or decrease the number of failing grades in your institution.		No answer	1
Advisory and checking.....	4	20. Do you have any plan for investigating carefully the specific reasons for deficiencies for each Freshman who is doing unsatisfactory work?	
Report to parents and conference with Dean	3	Yes	39
Probation rule—curtailment activities; tutoring; reduction of hours; conferences	3	No	21
Conferences with weak students by Dean	2	Partly	1
Honor points to graduate	2	No answer	3
Extra class sessions	2	21. What methods are used for making a reliable diagnosis and prognosis of each case?	
Limit load of weak	1	Conferences with students and President, instructors or parents, or health question	7
No rule system	1	Tests and comparison of teaching	7
Scholarship societies and rank (fraternities and sororities)	1	Use tests in combination with high school records, conferences, physicians' reports	6
Make 9 out of 15 hours, or dropped for semester	1	Conferences alone	5
Make 15 grade points or dropped 2 terms	1	Tests alone	5
Sectioning according to ability	1	Tests with personal conferences, training on how to study, check on high school records	4
None	1	Investigations of individual's habits of living and study	4
Individual consideration of each case by secretary of Scholarship Committee.....	1		
Probation if failing in one-half of work..	1		
Weekly report delinquents to Scholarship Committee	1		
More than 3 cuts in 3-hour course or 4 in 4-hour course not take examination until end of following semester.....	1		
Reports by series of blanks from teacher to adviser to student	1		
Selective admission and personal guidance by Dean	1		
Weak students drop one subject at mid-semester	1		

Conferences and work with advisers.....	2	High School principal recommendation	
Investigation by Scholarship Committee....	2	plus student's quartile in high school....	1
No special method	2	Reduced schedule	1
Intelligence tests and high school records	1	Investigation individual cases.....	1
All possible investigations	1	Coaching classes, inform high schools of	
Correspondence with parents and consult-		grades made by their graduates.....	1
ations	1	Advice of expert in Psychology Depart-	
Special cases and low psychological list		ment	1
referred to Psychology Department.....	1	All possible investigations	1
Individual analysis possible due to size of		Course in psychology of study and college	
college	1	life	1
None	1	Size of college plus personal dealings	
No answer	14	with students makes great care possible	1
22. When was such a study first inaugurated?		No answer	20
1924	6	24. What have been the correlations in fail-	
1919	5	ures with intelligence rating from year to	
1923	3	year in	
1925	3	English	
1922	3	No data	52
Several years ago	3	Very close	1
1921	2	Less than 5/10	1
1926	2	High	1
Years ago	2	None seen	1
1911	1	Low	1
1912	1	No answer	7
1917	1	Mathematics	
1906	1	No data	52
1916	1	Very close	1
1918	1	Less than 5/10	1
Not known	1	None seen	1
No answer	28	Low	1
23. What plan is used for removing possible		No answer	8
causes for deficiencies?		Science	
Advise with Dean or advisers	5	No data	52
Conferences or determine by Dean or in-		Very close	1
structors and help of instructors	4	Less than 5/10	1
Advice and co-operation of parents.....	3	None seen	1
Personal conferences	3	Low	1
Each case different	3	No answer	8
No plan	3	25. Have you worked out a correlation of	
Consult with parents	2	failures with results on intelligence tests?	
Investigation of living, work, and study		No	34
habits	2	Yes	12
Tutoring, and medical attention	2	In process	2
Change schedule, living conditions, extra-		Partly	1
curricular activities	2	No answer	15
None	2	26. Are such studies brought to the attention	
Advisers look after election of courses....	1	of the faculty?	
Remedial classes	1	Yes	15
No practice	1	No	6
Coaching under direction	1	In part	2
Recommendation Dean or Scholarship		No answer	41
Committee	1		

To departments?		No answer	3
Yes	14	Is this the same as for students in other	
No	5	classes?	
In some cases	2	No	44
No answer	43	Yes	19
To individual instructors?		No answer	1
Yes	13	If not, for how many units may other stu-	
No	4	dents register?	
In part	3	Maximum	
No answer	44	18	20
27. Do you have any information as to		18-20	6
whether or not failures are increasing or		20	5
decreasing in Freshman classes?		17	4
No	22	19	4
Decreasing	12	18-19	1
No change	7	19-20	1
Yes	2	23	1
Increasing	2	4 majors	1
No answer	19	No answer	1
28. Number of units for which a student may		Minimum	
register as a first term Freshman.		12	20
Maximum		15	6
16	29	13	3
17	14	10	2
18	9	14	2
20	4	1 or 2 majors	1
15	4	No rule	1
3 majors	1	No answer	9
No answer	3	Normal Load	
Minimum		16	15
12	23	15	13
15	6	17	4
10	4	15-16	2
13	4	9-10	1
14	4	20	1
16	3	3 majors	1
20	2	No answer	7
Not fixed	1	What requirements must a student meet to	
11	1	carry the maximum load?	
Depends	1	Average B grade	7
1 or 2 majors	1	"A" student	5
No rule	1	Very high grade	3
No answer	13	Average C	2
Normal Load		Good	2
15	24	Average 85 preceding term	2
16	23	For 18 hrs., nothing below A; for 17	
15-16	5	hrs., nothing below B	2
17	3	Top 10% of class	1
20	2	Ability	1
10	1	88% or more	1
14	1	Average 80 preceding term	1
18	1	Average 90% or more	1
3 majors	1	High grade point average	1

For seniors 3 average; for others 2 average for preceding semester	1
Seniors, if average A or B the winter term	1
Place on honor roll	1
No official requirement	1
½ A and ½ B grades	1
Above average work	1
No rule	1
No answer	8

SECTION VI

Training and Experience of Faculty Members

1. Who appoints faculty members in your institution?	
Board of Regents or State Board	33
President	20
President and Dean	2
Chancellor	2
Head of Department and Dean	2
Dean	1
Principal	1
Finance Committee and Board	1
President and Executive Committee Board	1
No answer	1
2. Give plan of recommendation and appointment.	
President and Dean recommends	15
Heads of Departments to Dean, Dean to President, President to Board	10
President Appoints	9
Heads of Departments to President	5
Department Chairman to Dean to Chancellor	2
Board manager confirms	2
President alone for full professors, below that Presidents and Deans and Heads of Departments to Board	2
Superintendent of School recommends	1
President to Superintendent, Superintendent to Board	1
Head selects and President appoints	1
Vice Chancellor to Chancellor to Board	1
Agencies recommend	1
President consults Heads of Departments, then appoints	1
Faculty committee approves	1
Nominated to faculty by committee where Department Head is Chairman	1
Committee on appointments report to college council who report to Board	1

President of committee to President to Board	1
None	1
No answer	8
3. What are the requirements in training for instructors?	
No fixed amount	13
A. B.	12
A. M. at least	12
No rank in faculty but require A. B. at least and one requires A. M.	6
No requirement	5
A. B. or B. S. plus 1 year graduate work	3
A. M. for all new appointees	3
A. B. plus experience	2
North Central requirements	1
No answer	7
For assistant professors?	
A. M.	15
No fixed amount	14
No rank in faculty but 3 require A. B. at least and 1 requires A. M.	6
A. B. or B. S.	4
Ph. D.	3
No requirements	2
Ph. D. plus experience	2
No such distinction	2
None	2
No special training	1
A. M. plus experience	1
A. B. plus 1 year of graduate work	1
One year graduate study	1
A. M. for women; Ph. D. for men	1
Advanced degree	1
North Central requirements	1
A. B. plus experience	1
A. M. for all new appointees	1
No answer	5
For associate professors?	
No fixed amount	13
A. M.	13
Have none	6
No rank in faculty, but 2 require A. B. at least and 1 requires A. M.	6
A. B. or B. S.	3
Ph. D.	3
A. M. for all new appointees	2
No requirements	2
None	2
Ph. D. plus experience	2
No such distinction	1
Working toward Ph. D.	1
2 or 3 years of good work	1

North Central requirements	1	Have none	1
A. B. plus experience	1	No answer	9
Advanced degree	1	Associate professors?	
No answer	6	Ph. D.	12
For professors?		A. M.	10
No fixed amount	13	No rule	8
Ph. D.	11	A. M. at least	6
A. M. or better	6	No rank in faculty according to degrees	6
No rank according to degree but 3 re-		A. B.	3
quire A. B. and 1 A. M. at least	6	Have none	3
A. M.	5	A. M. for all new appointees, A. B. for	
A. M. for all new appointees	2	all undergraduate work, Ph. D. for all	
No requirements	2	graduate work	2
Ph. D. plus experience	2	No such distinction	1
None	2	No requirement	1
No such distinction	1	Advanced degree	1
Head of Department, Ph. D.	1	No answer	11
Several years as assistant professor	1	Professors?	
No special training	1	Ph. D.	22
2 or 3 years graduate work	1	No rule	8
A. B.	1	A. M.	7
Recognized scholarship	1	A. M. at least	7
North Central requirements	1	No rank in faculty by degrees	6
A. B. plus experience	1	A. M. for all new appointees, A. B. for	
Advanced degree	1	all under-graduate work, Ph. D. for all	
No answer	5	graduate work	2
4. What degrees are required of instructors of		A. B.	2
the different ranks?		Advanced degree	1
Instructors?		No such distinction	1
A. M.	19	No requirements	1
A. B.	17	No answer	7
No rule	8	5. What experience is required in years?	
No rank according to degree	6	Instructors?	
A. M. for all new appointees and A. B.		No special rule	35
for all in undergraduate work; Ph. D.		No rank in faculty	5
for all in graduate work	2	None	4
Ph. D.	1	2 years	2
No requirements	1	1 or more	2
Have none	1	Not fixed	1
No answer	9	3 years	1
Assistant professors?		Some	1
A. B.	10	No answer	13
A. M.	9	Assistant professors?	
Ph. D.	8	No rule	35
A. M. at least	8	No rank in faculty	5
No rule	8	3 or more	2
No rank according to degree	6	Not fixed	1
A. M. for all new appointees, A. B. for		None	1
all in undergraduate work, Ph. D. for		3 years	1
all in graduate work	2	Considerable	1
No such distinction	1	No answer	18
No requirement	1	Associate professors?	
Advanced degree	1	No rule	36

No rank in faculty	5	24 hours in Education for all	1
Not fixed	1	Life certificate required	1
3 or more	1	Undergraduate degree in Education	1
5 years	1	18 semester hours in Education	1
3 years	1	Professional training in Education	1
None	1	Standards American Association Teachers	
No answer	18	College	1
Professors?		No less than 10 hours	1
No rule	36	No answer	6
No rank in faculty	5	9. Who assigns instructors to Freshman	
Not fixed	1	classes?	
5 or more	1	Department Head or Chairman	29
6 years	1	President	11
Extended	1	Dean	9
None	1	President and Dean	3
No answer	18	President and Head of Departments	3
6. Is the success of a high school teacher		Program committee	1
given weight in selecting instructors for		Dean or Department head	1
Freshmen?		No answer	7
Yes	31	10. Are the requirements for instructors the	
No	16	same for Freshmen as for other students?	
Seldom get high school teachers	3	Yes	51
No rule	1	No	5
Not known	1	Varies with departments	3
No answer	12	Not necessarily	1
7. Do you have a plan of faculty promotion?		No answer	4
Give brief outline.		11. Are the requirements for instructors the	
No	33	same in all departments?	
Yes	14	Yes	47
Based on merit	3	No	7
Depends on personal and educational		Varies with department	3
qualifications	2	No answer	7
Basis success and good work	2	If so, which departments require Freshmen	
Seniority of service in department	1	to be taught by the more mature mem-	
Wisconsin Normal School rule	1	bers of the faculty?	
Achievement and efficiency in work	1	None	12
4 years as instructor and 4 years as		All	4
assistant professor plus 3 years asso-		Science	3
ciate professor = 1 professor	1	Varies with department	2
3 years instructorship plus 6 years assist-		Nearly all department heads teach Fresh-	
ant professor merits promotion	1	men	2
Based on experience and seminar study		In departments of 10, heads teach	
4 groups by salary	1	Freshmen	1
No answer	17	No answer	40
8. Are there any professional requirements,		12. Is it customary in your institution to	
that is, training in the theory of teaching?		assign the lower ranks of the instructional	
No	31	staff to Freshman classes?	
Yes	15	No	43
Depends on subject taught	1	Yes	7
No answer	17	Varies with departments	5
Give amounts for instructors of different		Qualifications other than rank determine	1
ranks.		No, except in English	1
No rule	2	Not essentially	1

No distinction	1	Professors	
No answer	5	None	16
13. Is there any attempt to assign the more capable instructors to Freshman sections?		1	13
No	31	2	9
Yes	20	3	2
Yes, in some departments	2	4	1
Yes, in Science	1	10	1
Yes, in Education and Chemistry	1	No answer	12
Varies with departments	1	Schools that have no faculty rank	10
No answer	8	In Mathematics	
14. Is there any attempt to assign the less capable members to a Freshman section?		Instructors	
No	52	None	14
Yes	3	1	10
No answer	9	2	8
15. Give the numbers of the instructors of different ranks that teach Freshman sections in English.		4	3
Instructors		6	2
2	8	3	1
3	8	11	1
1	7	Nearly all	1
4	4	No. of schools with no specific Freshman courses	1
None	4	No answer	13
5	3	Schools that have no faculty rank	10
10	2	Assistant professors	
8	1	None	24
13	1	1	12
14	1	2	3
25	1	4	1
All	1	No. of schools with no specific Freshman courses	1
No answer	13	No answer	13
Schools that have no faculty rank	10	Schools that have no faculty rank	10
Assistant professors		Associate professors	
None	15	None	23
1	10	1	15
3	6	2	2
2	5	No. of schools with no specific Freshman courses	1
4	3	No answer	13
5	1	Schools that have no faculty rank	10
7	1	Professors	
No answer	13	1	22
Schools that have no faculty rank	10	2	8
Associate professors		None	8
None	20	3	2
1	15	No. of schools with no specific Freshman courses	1
2	2	No answer	13
3	2	Schools that have no faculty rank	10
4	1	In Modern Languages	
5	1	Instructors	
No answer	13	1	12
Schools that have no faculty rank	10	None	10

3	5	18	1
2	3	22	1
4	2	Wholesome mixture	1
7	2	No. of schools with no specific Freshman	
6	1	courses	1
9	1	No answer	14
11	1	Schools that have no faculty rank	10
19	1	Assistant professors	
All in H. S. (U. of Chi.)	1	None	15
No. of schools with no specific Freshman		1	7
courses	1	2	6
No answer	14	5	5
Schools that have no faculty rank	10	3	3
Assistant professors		6	1
None	16	12	1
1	9	Wholesome mixture	1
2	5	No. of schools with no specific Freshman	
3	5	courses	1
4	2	No answer	14
8	2	Schools that have no faculty rank	10
No. of schools with no specific Freshman		Associate professors	
courses	1	None	19
No answer	14	2	7
Schools that have no faculty rank	10	1	5
Associate professors		5	3
None	26	3	2
1	11	4	2
2	1	Wholesome mixture	1
3	1	No. of schools with no specific Freshman	
No. of schools with no specific Freshman		courses	1
courses	1	No answer	14
No answer	14	Schools that have no faculty rank	10
Schools that have no faculty rank	10	Professors	
Professors		2	9
1	20	3.	8
None	6	4	7
2	6	5	5
3	4	1	4
5	2	7	2
4	1	None	1
No. of schools with no specific Freshman		8	1
courses	1	12	1
No answer	14	No. of schools with no specific Freshman	
Schools that have no faculty rank	10	courses	1
In Sciences		No answer	14
Instructors		Wholesome mixture	1
2	11	Schools that have no faculty rank	10
None	9		
1	6		
3	3		
7	3		
4	2		
5	2		

SECTION VII

Organization of Freshman Courses

- Are the courses for Freshmen definitely organized and outlined?

Yes 48

No	6	All	32
Fairly so	1	English with History, Mathematics, Lan-	
In some cases	1	guages, Science, or alone	10
Some departments	1	Mathematics	2
Within limits	1	All except lecture	1
Same as any other	1	Nearly all	1
No answer	5	No rule	1
2. In what subjects are the courses most defi-		All lower classes	1
nately outlined?		Depends on nature of work	1
All	9	No answer	3
Mathematics, History, and Science with		5. What is the maximum number in a section?	
English	6	30	17
Education and English	5	30-35	13
English and Science	4	20-25	6
English	3	35	5
English, Science, Mathematics, and Lan-		40-50	3
guages	3	Depends on section	2
Education, History, and English	2	25-35	2
Engineering	2	Range is 25-75	1
Science, Mathematics, and Languages	1	Range is 20-60	1
English, History, and Mathematics	1	Range is 20-36	1
Arts and Science, premedic, and Com-		North Central requirements	1
mercial	1	Small enough to know individual's work	1
History	1	No limit	1
Nearly all	1	53	1
None	1	20	1
No answer	24	No answer	3
3. Are departmental meetings held in which		What is the minimum number in a section?	
the course of study for Freshmen is out-		10	14
lined?		Less than 10	5
Yes	40	No limit	3
No	12	None	3
No policy	1	15	3
Occasionally	1	20	3
Sometimes	1	15-25	3
Depends on head of department	1	25	2
No answer	8	Indeterminate	1
In what departments?		Depends on department	1
All	19	Range 5-30	1
English alone or with History, Mathe-		Range 3-25	1
matics, Science, or Languages	19	Range 5-25	1
Mathematics and Languages	1	No answer	18
Whenever possible	1	6. Do you have any subjects which are re-	
No answer	24	quired of all Freshmen in all colleges?	
4. Are there regulations as to size of sections		Yes	55
in Freshman classes?		No	3
Yes	52	All first semester courses	1
No	6	No answer	5
No, except in departments	1	List such subjects	
No rule	1	English in some form	53
No answer	4	Hygiene and Physical Training	14
In what departments do you have such regu-		Science	9
lations?		No answer	4

Bible	7	9 lectures	1
Education	6	11. How many meetings are held per week?	
History	5	1	6
Mathematics	6	2	4
Modern Languages	7	3	3
Military Training	4	5	3
Psychology	8	4	1
7. Do you have special orientation courses for Freshmen?		No answer	1
No	42	12. When was such a course organized?	
Yes	17	1923	4
Investigating	3	1925	3
Yes, in Arts and Science; Engineers and Teachers	1	1922	3
No answer	1	1920	2
8. What is the length of the course?		1926	2
One semester	9	1912	1
Two quarters—4 terms	2	1919	1
One year	2	1921	1
12 weeks	1	Long ago	1
Two semesters	1	13. Are the results satisfactory, or do you contemplate a change?	
Two years	1	Yes	11
9 lectures	1	Fairly so	2
Two weeks	1	No	1
9. Describe briefly the nature of this course		Too early to say	1
Orientation	9	Partly	1
Introduction to contemporary citizenship	3	Still experimenting	1
Combination of orientation and introduction to contemporary citizenship	1	No answer	1
General survey courses	1	If so, outline the changes	
Lectures Deans of Men and Women	1	Still experimenting	1
No answer	3	Considering change to Freshman Week	1
10. How long does it continue?		Do not know yet	1
1 semester	9	Change some way	1
2 quarters	2	1. Have you given an intelligence test to the Freshman class?	
1 year	2	Yes	37
12 weeks	1	No	21
7 days	1	In English	1
2 semesters	1	To selected groups	1
2 years	1	In Arts and Sciences	1
		No answer	3

Greetings from the South

BY J. A. LYON, FRATERNAL DELEGATE FROM
THE SOUTHERN ASSOCIATION

Mr. President, Gentlemen: I am charged with bringing greetings from the far South. On leaving New Orleans a few days ago, I did the unusual for me, and left on a morning train. Throughout the day I was traveling through green country, well advanced in spring, with everything in bloom. Night came on, and I waked up the next morning in a brown country, almost that of another world so sudden was the transition. But when I began to attend the meetings of this Association Wednesday morning, it did not for one moment seem like another country. I felt very much at home. We have the same problems that you have, the same system of working, in almost every particular. We are almost the same age; I think you are about six months older than we in your development, if I recall the history of the organizations throughout. We have the same purpose. If I may quote from our by-laws, from our constitution, Article I reads about as follows: "The object of this Association shall be to establish helpful relations between the secondary schools and the institutons of higher education within the territory of the Association, and to consider all subjects that tend to the promotion of interests common to the colleges and secondary schools."

It would seem to me that that definition fits this organization and ours in common. We are, of course, much smaller. We have a much more limited territory. I think our present roster of

approved institutions, following our meeting in December, gives us 842 or 843 secondary schools and about 108 institutions of higher learning, divided between the four-year colleges, the teacher training institutions, and the junior colleges.

May I here interject just one thing relative to the teacher training institutions. I may have misunderstood the Secretary of the Commission on Higher Institutions at the introduction of his speech on Wednesday, but I understood him to say that he felt the Southern Association did not recognize or have a list or classification of teacher training institutions. If I am incorrect, of course in my assumption, what I shall say will not hold, but we have had for two years such a list. We were slow. The South has been rather conservative. We have had our troubles and our trials in establishing satisfactory credits for colleges and high schools. It was with some reluctance that we went into the work of classifying teacher training institutions and junior colleges, but that has been begun and is going forward steadily. So we have a list of teacher training institutions in the making, and have published standards for those institutions now for the past two years. I wish to correct any error that might have gone out in regard to that statement.

The chief problems which are active in the Southern Association at the present time, to run over them very briefly,

are some which you have solved, some which you are probably in the solving of and one or two possibly that I have not yet met in the discussions here today. We are facing in the South today a rather serious situation with respect to junior colleges. I don't know just where it is going to bring us. That, of course, does not concern so much the standards of the Association as it does concern the general education policy of the territory. There is a slight disposition for many small civic communities to jump from the high school into the junior college organization. A good many of our little towns are wanting to build up and start at once a junior college. We can see a problem that may come out of that. Just exactly how the Association is going to handle it I don't know. It has not been fairly placed before us yet, it is in the offing, but we think it is coming and we are beginning to watch it with a little care.

We have a rather serious problem within our Association. I don't believe you have anything exactly like it here. If I have been correct in the information I gathered, you do approve certain colleges by a survey method, colleges which do not meet fully your published standards. The Southern Association made, in my opinion, a mistake, though it was forced upon us, practically. During the period of the war when teachers were scarce and difficult to get, we yielded to a situation which we have not been able to get away from, and which we would desire very much to get away from; that is, we established a four-year non-member college list, the purpose of that being to furnish teachers to the high schools from institutions which could be recognized as doing satisfactory training, and it was put into effect for the

reason that we had a rather acute scarcity of teachers. You can realize how much that thing may be saddled upon you and what may be the outcome. We are now reaching the place where I think our teacher supply is approaching the demand.

I wish, from the statements I have heard made here, that you would send us some of your surplus demand to help us out in the fight that I see coming in the proper dealing with this four-year list of non-member colleges. That list has been used time and again. It has been misinterpreted because it appears published in our proceedings, and this year it appears with a statement that the publication of names in the list must in no sense be used as advertising or any other scheme by the colleges that are so named claiming recognition.

You see, I am just opening my heart, as it were, and telling you our troubles as well as our other features, and I am quite sure that you will sympathize with us in the effort to get this thing straightened out.

We are in the midst of the discussion of admission from senior high schools, and I have profited tremendously by the discussions that have gone on here in that respect, and I hope to take back to the Southern Association material which may help them to come to some satisfactory solution of that particular problem. It is an active one with us at the present time.

We have one other small item which is internal and which may somewhat amuse you. If I am not mistaken, your Standard No. 4 for secondary schools is to the effect that schools to be accredited must be in the highest class of schools in the state. Our Standard No. 10 is practically the same. No one, at first

glance, it would seem to me, would think that such a standard would be open to any sort of attack. It would seem so entirely reasonable that a school to get on your accredited list or our accredited list should certainly be a school of the highest character in the state and solicited by the state authorities. But in the last two or three words is where the difficulty comes, and we are facing some internal strife just at the present time through the difficulty that certain private preparatory schools are having in getting recognized by state authorities. Many of those schools are schools of excellent character from the viewpoint of college preparatory work, but if they do not conform to the course of study set by the state, if they do not use the textbooks of the state, how can the state approve them? That is another one of the difficulties that we are at present facing.

We have introduced this year for the

first time a definite assignment in our standards of professional training for teachers. Our standard reads: A minimum of twelve semester hours; and I think it is going to be thoroughly enforced.

From what I have gathered here from the experience of some of you, I am not sure just how far that professional training is going to ramify and whether we are going to get such items as preventive medicine, and so forth, offered as professional training. I can't be sure.

I will not keep you longer, but I wish merely to express again my appreciation of all courtesies you have shown me here as the representative of the Southern Association, and of the courtesies extended me personally by your president, Dr. Elliff, whom I have known for many years, and Dr. Edmonson, and others whom I have met.

IN MEMORIAM

President Howard MacDonald of Parsons College, Fairfield, Iowa, died July 9, 1927. Dr. MacDonald was a member of the Commission on Institutions of Higher Education.

A Study of Standards

For

Immediate or Classroom Objectives, Materials of Instruction and Pupil Activities, for Two Years of French, with Especial Reference to the Social and the Leisure Time Objectives of the North Central Association

BY MISS EMMA REINHARDT

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Statement of the problem. This thesis deals with three major problems:

1. What immediate or classroom objectives for the teaching of two years of French represent amplified and contributory aspects for the attainment of the social and the leisure time objectives of the North Central Association?

2. What materials of instruction are appropriate for the attainment of the immediate or classroom objectives proposed for the teaching of two years of French?

3. What pupil activities are appropriate for the attainment of the immediate or classroom objectives proposed for the teaching of two years of French?

Immediate or classroom objectives, materials of instruction, and pupil activities are herein considered only from the point of view of qualitative standards; their sequential arrangement and division into quantitative teaching units for administrative purposes are beyond the scope of this study.

Sources and limitations of the data. The principal sources of data for this study are: (1) published literature in the field of curriculum-making as a whole; (2) published literature on the teaching of modern foreign languages, especially French; (3) textbooks for

use in the teaching of first and second year French; (4) books and periodicals, written in English, dealing with France and its people (5) published materials, such as courses of study, syllabi, and book lists, from twenty-five cities having a population of 100,000 or more; (6) a letter of inquiry answered by teachers and supervisors of French in one hundred and ten secondary schools accredited by the North Central Association of Colleges and Secondary Schools. Conferences with French teachers and their personal reactions supplement these data at many points. Since few objective data based upon scientific investigation and experimentation are available to aid in answering the problems considered in this thesis, subjective- but reflective- judgment is necessarily introduced. It is conceivable, therefore, that another person making a similar study might reach somewhat different conclusions, at various points.

Procedure used in making the study. Three principal steps were employed in making this study.

1. The first step was the formulation of immediate or classroom objectives for the teaching of two years of French, which were regarded as contributory and amplified aspects of the social and the leisure time objectives of the North

Central Association. A large number of objectives, either expressed or implied, in the following sources, were listed: (1) textbooks for use in the teaching of first and second year French; (2) published literature on the teaching of modern foreign languages, especially French; (3) published materials, such as courses of study and syllabi, from fifteen cities having a population of 100,000 or more. Eighteen objectives that seemed best to represent certain amplified aspects of the social and the leisure time objectives, and to contribute especially to their realization, were selected and adapted from this list. These eighteen objectives were submitted to teachers and supervisors of French in two hundred secondary schools accredited by the North Central Association of Colleges and Secondary Schools, and met with the approval of the majority of the ninety-nine teachers and supervisors from whom expressions of opinion were obtained. The objectives were retained, not merely because they were sanctioned by a group of teachers and supervisors of French, but chiefly because they seemed to meet the needs of pupils pursuing the study of French, and to harmonize well with the ultimate objectives of education.

2. The second step was an attempt to select materials of instruction suitable for the attainment of the immediate or classroom objectives proposed for the teaching of two years of French. For purposes of this study, illustrative materials of instruction were suggested for the attainment of six objectives only. Criteria were formulated evaluating materials of instruction; materials that seemed suitable in light of these criteria were selected after a personal examination of: (1) one hundred textbooks for

use in the teaching of first and second year French; (2) a large number of books and periodicals, written in English, dealing with France and its people; (3) miscellaneous materials, such as phonograph records, pictures, and the like, for use in the teaching of French. Data were also collected with reference to textbooks now used in two years of French in ninety-seven representative secondary schools accredited by the North Central Association of Colleges and Secondary Schools.

3. The third step consisted of the formulation of a selected list of pupil activities appropriate for the attainment of the immediate or classroom objectives proposed for use in the teaching of French. Criteria were formulated for evaluating pupil activities; activities that seemed best to meet these criteria were selected and adapted from the following sources: (1) literature on the teaching of modern foreign languages, especially French; (2) published materials, such as courses of study, from cities having a population of 100,000 or more; (3) textbooks for use in the teaching of first and second year French.

Answers to the three major questions proposed for study. The main points of the thesis are here summarized, indicating the answers that have been formulated with reference to the three major questions proposed for study.

1. *What immediate or classroom objectives for the teaching of two years of French represent amplified and contributory aspects for the attainment of the social and the leisure time objectives of the North Central Association?* In connection with the consideration of the above question, data were collected relative to objectives of French stated in published materials, such as courses of

study and syllabi, from fifteen cities having a population of 100,000 or more. These data showed that twenty-one different objectives in French were recognized. Objectives leading in frequency of mention were the ability to read, to speak, to write, and to understand French. Only five cities specified a knowledge of the history, the government, the ideals, and the life of the French people as an objective. *On the whole, it was found that in the fifteen cities studied, the tendency was to emphasize purely linguistic and disciplinary objectives, and to neglect, in a large measure, the social and the avocational features of the study of French.*

Data were also collected with reference to teachers' judgments in regard to immediate or classroom objectives of French, by sending a letter of inquiry to teachers and supervisors of French in two hundred representative secondary schools accredited by the North Central Association of Colleges and Secondary Schools. The letter contained eighteen objectives, with a request to check those considered suitable for first and second year French, and to add other objectives. *All of the objectives stated in the letter of inquiry met with the approval of the majority of the ninety-nine teachers and supervisors who replied.* The slight differences in the number of times the objectives were checked were relatively unimportant. *Unanimous agreement was indicated with respect to only one objective: ability to pronounce French with a fair degree of accuracy.*

Nine additional objectives were suggested by fifteen teachers. With one or two exceptions, however, these objectives were not different in nature from the eighteen objectives contained in the

letter of inquiry. To derive enjoyment from French, and to create a sense of brotherhood with foreign people were each mentioned three times; to give a knowledge of verbs, and to develop ability to tell something about several of the greatest French writers were each mentioned twice. The following five objectives were each mentioned once: to develop habits of accuracy; to give an understanding of English grammar; to develop ability to pronounce, without the teacher's aid, certain combinations of letters in new words; to develop ability to pass the College Board Examination; to develop ability to see the resemblance of French to other words of the same root.

The eighteen objectives stated in the letter of inquiry were retained, not merely because they were sanctioned by a group of teachers and supervisors of French, but chiefly because they seemed to meet the needs of pupils pursuing the study of French, and to harmonize with the ultimate objectives of education. The eighteen objectives were analyzed into one hundred and thirty sub-objectives. The analysis was not exhaustive, but it was considered illustrative of a desirable method of procedure. Obviously, there was some overlapping between the eighteen objectives, as well as between their subdivisions. It should be noted that the detailed objectives were not disparate and disconnected, but were interrelated with the major objectives of education.

A summary of the eighteen immediate or classroom objectives for the teaching of French, representing amplified and contributory aspects for the attainment of the social and the leisure time objectives of the North Central Association, follows.

A. Acquiring fruitful knowledge.

1. Ability to understand the significance of some of the main facts about France and its people.

2. Ability to recognize avocational opportunities in salutary types of activities related directly or indirectly to French.

3. Ability to understand the significance of French words and phrases commonly used in English.

4. Ability to associate French and English words derived from the same source.

5. Ability to compare French and English with reference to simple features of structure.

6. Ability to read simple French without translation.

7. Ability to write simple French.

8. Ability to speak simple French, and to understand it when others speak.

9. Ability to translate simple French whenever necessary as an evidence of preparation or of understanding.

10. Ability to apply the elementary principles of grammar as needed in reading, speaking, and writing French.

B. Development of attitudes, interests, motives, ideals, and appreciations.

1. Ability to respect the desirable qualities of the French people.

2. Ability to enjoy avocational pursuits related directly or indirectly to French.

C. Development of definite mental techniques in perception, memory, imagination, judgment, and reasoning.

1. Ability to use effectively mental habits that are involved in interpreting language.

2. Ability to infer the meanings of some French words.

D. Acquiring right habits and useful skills.

1. Ability to give the French equivalents of a number of English words.

2. Ability to give the English equivalents of a number of French words.

3. Ability to pronounce French with a fair degree of accuracy.

4. Ability to give the inflected forms of French words.

2. *What materials of instruction are appropriate for the attainment of the immediate or classroom objectives proposed for the teaching of two years of French?* In connection with the consideration of the above question, data were collected relative to textbooks used in the teaching of two years of French in representative secondary schools accredited by the North Central Association of Colleges and Secondary Schools. Replies from ninety-seven teachers and supervisors of French indicated that, in the schools studied, nineteen different grammars were mentioned for first year French. Grammars by Fraser and Squair, Downer and Knickerbocker, Chardenal, and de Sauzé led in frequency of mention. The slight differences in the number of times these were used were unimportant. Twenty-four different grammars and texts in composition were mentioned for second year French. Grammars by Fraser and Squair, and Chardenal led in frequency of mention. Again, as in first year French, the slight difference in the number of times these were used was unimportant. *Both in first and second year French, grammars of the indirect method type predominated, although grammars of the direct method type were also represented. It appeared that, in many of the schools studied, the tendency was to use texts that stress formal grammar.*

Data relative to texts used in reading showed that thirty-five texts were mentioned for first year French. *Petits Contes de France* by Méras and Roth, *Le Premier Livre* by Méras, and *Contes et Légendes* by Guerber were the most frequently used. *Prepared readers predominated, but a few literary texts were also included.* Sixty-two texts in reading were mentioned for second year French. *Le Voyage de Monsieur Perichon* by Labiche and Martin, *L'Abbé Constantin* by Halévy, and *Sans Famille* by Malot were the most frequently mentioned. *Literary texts were the rule, but a few prepared readers were also mentioned. Texts in reading that reflect the spirit of France and its people, and embody informational material were represented, both in first and second year French. A number of texts were included, however, that do not reflect French life or French characteristics.*

Preparatory to selecting materials of instruction for the attainment of the immediate or classroom objectives proposed for French, criteria were formulated for evaluating seven kinds of materials of instruction. In the light of these criteria, illustrative materials of instruction were suggested for the attainment of six of the immediate or classroom objectives outlined for French. These materials included: French texts in reading; newspapers and periodicals written in French; French grammars; French texts in composition; books, newspapers, and periodicals, written in English; pictorial material, such as photographs, post cards, films, slides, and the like; phonograph records; games; miscellaneous materials, such as railway posters and railway booklets.

3. *What pupil activities are appro-*

priate for the attainment of the immediate or classroom objectives proposed for the teaching of two years of French? In connection with the consideration of the above question, six criteria were formulated for evaluating pupil activities: (1) activities should be appropriate for engendering the abilities desired; (2) activities should be educative, and not merely entertaining; (3) in general, activities should be interesting; (4) they should be varied; (5) they should be suited to pupils' capacities; (6) in the case of habits, activities should, whenever possible, engender them in the way in which they will later be used.

Illustrative activities that seemed appropriate in view of the foregoing criteria were suggested for the attainment of ten of the immediate objectives of French outlined in Chapter II. *The principal activities may be summarized, without respect to the order of their relative importance, as follows:*

1. Drawing maps, costumes, et cetera.
2. Listening to lectures, either English or French.
3. Dramatizing scenes, and taking part in plays.
4. Observing pictorial material.
5. Reading, including French and English books, newspapers, and periodicals.
6. Collecting material for the bulletin board, exhibits, scrap books, et cetera.
7. Preparing reports on special topics.
8. Playing games.
9. Engaging in debates.
10. Visiting museums, exhibits, et cetera.
11. Keeping a notebook containing

French words commonly used in English, information about France, et cetera.

12. Answering questions based upon the textbook or upon matters of everyday life.

13. Summarizing and discussing material read.

14. Writing original compositions.

15. Corresponding with French boys and girls.

16. Translating from English to French.

17. Writing from dictation.

18. Taking part in simple conversation in French.

19. Singing French songs.

20. Attending French plays, or plays and motion pictures with a French setting.

21. Taking part in French folk dances.

22. Writing original sentences illustrating certain grammatical principles.

23. Preparing mutation exercises, such as changing all of the nouns in a given selection to the plural number, and making the other necessary corresponding changes.

24. Filling blanks.

25. Selecting from French reading matter sentences illustrating certain grammatical principles.

26. Memorizing short selections.

27. Taking part in vocabulary drills.

28. Practicing pronunciation.

29. Inflecting French words.

30. Listening to French music.

Summary of findings and conclusions.

A summary of findings and conclusions with reference to objectives, materials of instruction, and pupil activities for French follows:

1. In fifteen cities having a population of 100,000 or more, objectives as stated in published materials, such as

courses of study and syllabi, stressed the purely linguistic and the disciplinary aspects of the study of French, and neglected, in a large measure, the social and the avocational features.

2. Twenty-one different objectives were recognized in these fifteen cities. Objectives leading in frequency of mention were the reading, the speaking, and the writing of French, each mentioned eleven times, and the understanding of French, mentioned eight times.

3. The eighteen immediate or classroom objectives of French suggested in this thesis met with the approval of the majority of a representative group of ninety-nine French teachers and supervisors in secondary schools accredited by the North Central Association of Colleges and Secondary Schools.

4. The ninety-nine French teachers and supervisors from whom expressions of opinion were obtained, agreed unanimously upon only one objective: namely, ability to pronounce French with a fair degree of accuracy.

5. Reports from ninety-seven representative secondary schools accredited by the North Central Association of Colleges and Secondary Schools showed that many different textbooks were used in first and second year French.

6. Grammars of the indirect method type predominated in these schools, both in first and second year French, although grammars of the direct method type were also represented.

7. It appeared that, in many of the schools studied, the tendency was to use French grammar texts that stress formal grammar.

8. In the schools studied, in first year French, prepared readers were the most commonly used reading matter, but a few literary texts were also men-

tioned. In second year French, the situation was reversed, and literary texts predominated.

9. In the schools studied, both in first and second year French, texts in reading that reflect the spirit of France and its people, and embody informational material were represented. Some texts were included, however, that do not reflect French life or French characteristics.

10. Of the many different kinds of materials of instruction available for first and second year French, some are suitable for use in connection with the attainment of the social and the leisure time objectives of the North Central Association.

11. So far as textbook material is concerned, it appears that the best material for the realization of the social

and leisure time objectives of the North Central Association can be obtained by choosing selections from a number of textbooks.

12. A great variety of pupil activities, appropriate for the attainment of the immediate or classroom objectives of French, are available.

Limitations of this study and recommendations for further investigation. The problems taken up in this study are considered only from the point of view of qualitative standards. In order to organize the suggested immediate or classroom objectives, the illustrative materials of instruction, and the illustrative pupil activities into quantitative teaching units for administrative purposes, it will be necessary to try them out in a large number of French classes, and carefully to observe, evaluate, and test results.

Back Numbers of the Proceedings

In the September, 1926, issue of the Quarterly attention was called to the fact that the office has on hand a goodly supply of back numbers of the North Central Association Proceedings. Many of these constitute veritable mines of educational materials suitable for teacher training courses, study club work, and libraries. The list of these Proceedings is as follows:

Issue	Conspicuous Features	Issue	Conspicuous Features
1921-Pt. I	The Function of the High School Principal.	1924-Pt. II	Referendum Vote Respecting Fifteen Hours in Education.
1921-Pt. II	Curriculum Reorganization.	1924-Pt. III	Report of Committee on Standards for Reorganization of Secondary School Curricula.
1922-Pt. I	Teachers in Accredited Schools.	1925-Pt. I	The Pupil Load in High Schools.
1922-Pt. II	Bible Study Courses for Secondary Schools.		Junior High Schools.
	The High School Course in English.	1925-Pt. II	Standards for Reorganizing Secondary School Curricula.
1923-Pt. I	Size of Class and the Teaching Load.	1925-Pt. III	Our Secondary Schools.
1923-Pt. II	Junior High Schools and College Entrance Requirements.	1925-Pt. IV	The Undergraduate Curriculum in Education.
1924-Pt. I	Accrediting Private High Schools.		
	The High School as Judged by its Students.		

In order to encourage the use of these bulletins, the Board has decided to dispose of them at \$.25 each. Address North Central Association Quarterly, 420 University High School Building, Ann Arbor, Michigan, enclosing remittance with order.